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ABSTRACT

Research to identify the entire range and diversity of goals that parents, as consumers and clients of a public service, hold for secondary education was conducted. Two assumptions were made in conducting this survey. The first was that parents have aspirations for education, though they may not explicitly express these goals; the second, that means could be provided for parents to give explicit and comprehensive statements of these goals. The methods used to obtain this information are described in this report. The following tasks were used for data collection during the project: (1) open-ended, tape-recorded interviews were conducted with parents; (2) statements were screened to eliminate redundancies; (3) reduction led to a data base of goals that were used in the subsequent tasks; (4) the data base of goal statements from the elicitation interviews was further reduced into outcome goals; (5) respondents indicated what outcome goal each of the statements in the data base would best help achieve by matching each statement with one of the 12 outcome goals identified; (6) respondents indicated their awareness about whether or not each goal was being attempted in the educational system; and (7) respondents were asked to place the 12 outcome goals in rank order of importance. Sampling procedures are described, and questionnaires are included in this report. (JD)

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Goals of Secondary Education as Perceived by Education Consumers, Volume II:

METHODOLOGICAL PROCEDURES

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The final report for GOALS OF SECONDARY EDUCATION AS PERCEIVED BY EDUCATION CONSUMERS has been written in three volumes as follows:

Volume I: Summary

Volume II: Methodological Procedures

Volume III: Results and Discussion

Copies of all three are available from Dr. Blackwell.

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I. INTRODUCTION

Events of the last ten years have thrust several major issues involving education onto the front pages of newspapers across the nation. Busing, textbooks, and falling achievements scores, among others, have been identified to the general public as issues of concern and, as might be expected, there has been a reaction. Parents of school children write letters to the editor, picket schools, and hold their children out of school to demonstrate their concern. Although some acknowledgement of the need to respond to the public has been made, as evidenced by the call for "needs assessments," there does not appear to be much change in educational policy as a direct result of parental demands.

As they exist today, school systems are virtually monopolistic providers of educational services offering a standard package drafted and implemented by professionals. Variety in educational services is determined far more by financial considerations than by the diversity of aspirations and goals of the schools' clients: the public.

Some form of input enabling educators to be responsive to persons without professional training in education is necessary. So long as educational services are packaged and delivered by large institutions, there will be a need for articulation of clients' goals in order to provide programs which fulfill these goals. Even though parents ultimately may play only a minor role in policy-making, the right to participate could lead to a more positive view of the educational system.

Past studies of parental goals for education have been devised by professionals, as they probably must be. However, few existing studies of educational goals explicity recognize the importance of the complete goal-setting process for the quality of public services that schools provide. In order to be responsive to clients' aspirations, professionals must first have a complete and accurate understanding of those aspirations. Professionals in search of information about clients' goals may take the fact that clients can respond to opinion poll questions as evidence that the questions touch on important topics (Lowi, 1972). In truth, the questions may be trivial, may force clients to choose between services that they cannot easily distinguish, or may combine issues that respondents distinguish in their own minds. Opinion polls normally do not tap the bedrock of parental opinion; they merely assist parents to order educational opinions and goals as determined by those who design the questions.

Many reports on educational goals reflect the agreement of community groups and representative bodies on abstractly stated, generalized goals. Still other studies reflect consensus among professional educators about the schooling experiences children should have and the traits with which children should emerge from a given level of education. Most efforts to explicitly state educational goals, be they opinion surveys or educators' formulations of their professional values, assume that goals should be based on consensus; as a result, the goals formulated emerge as generalities. Who can disagree with, or even take exception to, "Children should be good citizens." The presumption of consensus can have a powerful effect on the diversity of educational programs and the responsiveness of educational

programs and the responsiveness of educational institutions. Because goals are expected to reflect consensus, there is little reason to look beneath general, abstract goals to discover the true nature of what groups which are never involved in elite discussions really want.

Although most people can respond to questions about the relative importance of programs or objectives, those statements that are formulated by professionals will reveal very little about the schedule of preferences underlying clients' responses. Clearly, if the nature and range of clients' goals are unknown, no device that assigns priorities to preformulated items can be of much use. A statement of goals for education, then, made in a way that reflects the full range and diversity of aspirations in the population, is a crucial task in the construction of responsive and effective educational policy.

In 1973, in an attempt to provide procedures leading to such understanding, the National Institute of Education (NIE) began supporting research to identify the entire range and diversity of goals that parents, as consumers and clients of a public service, hold for secondary education.

Assumptions underlying this task were:

1. Parents have goals and aspirations for education, though they may not explicitly express these goals.

2. Parents could be provided with a means to give an explicit and comprehensive statement of their goals using their own words. Such a list of goals would not contain the bias inherent in a questionnaire based on goals as conceived and packaged by institutions and experts in education. Referenda and opinion polls, however honest and technically

sound, may not always reflect the goals of the entire clientele of the school system.

3. Once parental goals had been elicited, it would be possible to see whether the goals of laymen and of professionals were similar or different. Since fundamental differences among social subgroups of laymen (e.g., lower, middle, and upper classes or Anglo, Black, and Spanish-surnamed clients), or between laymen and professionals, would have important implications for policy making, it would be essential to define and clearly delineate any differences.

4. Surveys typically report averages or other measures of central tendency even when they report differences between demographic groups. They do not, as a rule, report on the different goals-priority structures underlying these summary statistics. These structures, their incidence, and the demographic composition of those who adhere to them are important to the understanding of what parents want from the educational process.

The research was to be conducted in an urban area offering a mixture of parents of differing socio-economic status, differing ethnic backgrounds, and in an area having a cooperative public school system. Albuquerque, New Mexico, was selected as meeting these criteria.

1.1 A Framework for Research

Full communication between laymen and professionals requires three things: (a) that laymen express their goals accurately, comprehensively, and in their proper order of priorities; (b) that some medium exists whereby laymen's goals can be brought to professionals' attention; and (c) that the professionals be able to understand laymen's goals well enough to be able to act on them.

1.1.1 Concepts and Definitions

Goals for education are the preferred results which persons or groups want educational institutions to produce. These goals exist at two levels: *outcome goals*, which are diffuse general hopes about affecting life styles and values, and *mediate goals*, which are the means used to accomplish the outcome goals, but which may exist as goals in and of themselves. For example, an outcome goal is, "Students should be able to get a job upon graduation." A mediate goal is, "Schools should offer vocational training courses." The accomplishment of the mediate goal of vocational training will assist in the accomplishment of the higher-order goal, a job.

Goals can be categorized many ways. One set of distinctions is among *student characteristic goals* -- desired characteristics such as knowledge, skills, and attitudes developed in students as a result of their exposure to school programs and milieux; *social goals* -- desired aggregate effects of achieving the student goals, such as an educated citizenry or a skilled labor force; *service goals* -- benefits, other than those subsumed under social goals, which the society draws from the very existence of schools (these might include services such as child custody, public employment, and community entertainment [Hill, 1973]); and *process goals* -- desired characteristics of the educational agency and its personnel.

Goal structure is the whole set of goals which a person or group desires education to achieve. The structure is composed of particular goals arranged in categories which are ordered according to priorities.

Educational professionals are people who make their livings as practitioners, administrators, or researchers in or about educational institutions. This includes the paid staff of educational interest groups and political decision-makers such as school board members.

Clients, for the purposes of this report, are the people on whom professionals depend for their funding and political support. This definition includes all adults who pay taxes to support schools or are enfranchised to vote in school board elections.

II. DEVELOPMENT OF RESEARCH METHODOLOGY

The development of procedures allowing the full range, structure, and priorities of parental goals to be determined without imposing professional ideas, jargon, and/or structure upon the parents posed the methodological problem. A standard survey questionnaire, typically consisting of elements selected and worded by professionals, was eliminated. It was decided to use parents' own ideas expressed in their own words as the data source to determine how parents structure their goals for education and what priority they give each goal.

Consequently, the first stage of the research was to develop a series of questions which could be used in an individual interview setting with parents and which would allow them to express their own ideas. This interview was called an *Elicitation Interview*. The next stage of the research was to devise a procedure which would determine how parents structure goals -- e.g., what specific goals they would subsume under a global, outcome goal. This stage was called *Categorization*. The third and final stage of the research was to develop procedures to determine the priorities that parents hold for the goals. This stage was called *Priorities* and the procedures labeled *Goal Discrepancy Analysis* and *Ranking*. All procedures were designed to be completed by one parent in his/her home. Figure 1 shows the various steps in the research design.

Development of *Elicitation*, *Categories*, and *Priorities* occurred in four phases, where each phase consisted of a "panel" of parents who participated in one or more of the three stages. Table 1 gives the number of parents constituting each phase and the stages they completed. Each phase

Figure 1

Flow Chart of Research Design

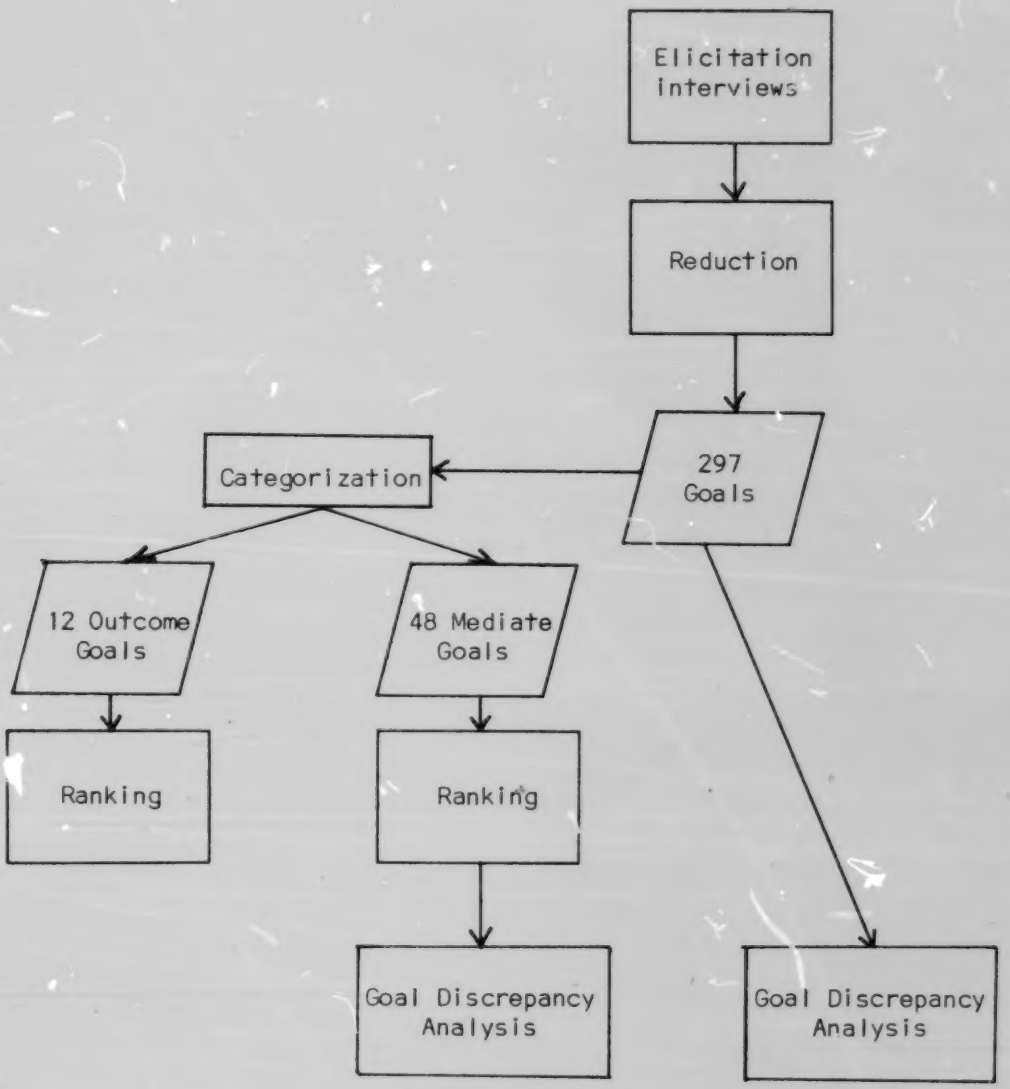


Table 1

Summary of Phases and Tasks

Phase	No. of Parents	Tasks performed
I	20	Elicitation Categorization (Pair Comparison)
II	20	Elicitation
III	81	Elicitation Categorization (Free sort)
IV	19 54 54	Elicitation Categorization Priorities (Ranking; Goal Discrepancy Analysis)

of parents was selected independently, except for Phase IV, in which 35 parents from Phase III agreed to continue as a part of Phase IV, along with 19 parents who were new to the research project, giving a total of 54 parents in the Categorization and Priorities stages of Phase IV.

2.1 The Elicitation Interview

The elicitation interview, which was to provide the data base of recommendations (goal statements) to be used in the subsequent stages of categorization and priorities, was crucial to the success of the research. Questions had to be meaningful to the respondents and provide them with the opportunity to state their ideas comprehensively. Since it was imperative to obtain the full range and nature of concerns and aspirations, the instrument had to contain questions which would permit respondents to state anything of concern to them regarding high school education. Statements

ranging from any specific objectives concerning schools to more diffuse and general hopes for affecting life styles and values were considered as "goals" (Hill, 1973). No attempt was made to impose any definition of *goal* on respondents; in fact, the word *goal* was never mentioned.

Two assumptions were made about goals: (a) goals are not completely idiosyncratic and, even if all goals held by a respondent were not elicited in the interview, omitted goals would be supplied through interviews with other respondents; and (b) the pool of goals generated would allow any potential respondent to be represented within it (Hill, 1973). This does not mean that the total set of elicited recommendations would be held by any one respondent.

2.1.1 Phase I

Four elicitation instruments were used in Phase I, each one with five different respondents. Respondents were of low socio-economic status (income under $7,500 and no more than a tenth grade education). A complete description of the samples and sampling techniques for all phases is given in Appendix A. Three of the instruments were oral, open-ended, conversational interviews and a fourth was a written instrument. The oral interviews were tape-recorded.

One of the oral instruments (A) was unstructured with questions such as:

> I'd like you to tell me exactly what you think *(name)* High School should be -- and should not be -- doing for your child/children.
>
> What do you think the high school your child/children goes/go to should be trying to do?
>
> What would you expect your child/children to be able to do when he/she/they finish high school?

After each question, respondents were prompted with "Why?" This instrument proved to be the least successful in eliciting responses and original goals. (An original goal was one elicited by that instrument only.) An average of about nine goals per respondent was elicited, four of which were original.

The second oral instrument (B) presented questions concerning what the respondent wanted the schools to do in order to give his/her child an opportunity for a "happy" adult life. Questions included:

> We want you to tell us what the learning experiences are that make your child happy -- some type of training, environment, experience, discipline, or learning that could help him/her obtain happiness. Let's start by listing anything that would make *(name of child)* happy today or in the future.
>
> Let's list things that are an investment -- learning experiences that you would like your child to have so that some day in the future he/she will be happy.

After each question, respondents were prompted with "Why?" An average of about nine goals per respondent was elicited, six of which were original.

Oral instrument C asked questions such as, "If you could establish a perfect high school here, what would it do?" This was followed by prompting questions such as "What courses?", "Is there anything special you'd like your child to learn?", and "What about discipline?" Other questions included:

> What do you expect your child to be able to do when he/she finishes school?
>
> What should the school do to get him/her ready?

This instrument obtained an average of about 19 goals per respondent, 12 of which were original.

The fourth instrument, D, required written replies from the respondents. Some of the questions were:

> What is the school doing that you think is really good for your child?
>
> What do you believe the high school in your neighborhood should be trying to do?
>
> Is there anything that is being taught at the high school that you don't like?

This instrument obtained an average of 11 goals per respondent, 8 of which were original. However, since 3 of the 5 respondents who received this questionnaire requested the interviewer to write their responses for them, the decision was made to use an oral instrument for elicitation.

2.1.2 Phase II

One oral instrument, consisting of the 22 questions which had elicited the greatest number of goals from the four Phase I instruments, was used. A new sample of 20 parents was selected, again of low socio-economic status.

The interview began with a question concerning an ideal high school, followed by questions about the role of the school in preparing the child for adult life and about courses the respondent's child had taken. At this point a series of questions was asked -- "Have you said all you wanted to about . . . ? What about . . . ?" Then questions were asked concerning the parents' desires for the future of his/her child and the community's involvement with the school. An analysis of the number of goals elicited per question showed that the first question, the ideal school, elicited the most responses.

As a result of the elicitation questionnaire pilot study, one final change was made. The series of specific questions ("Have you said all

you wanted to about . . . ?") was placed at the end of the instrument as a summary series. The complete instrument is given in Appendix B. No further revision of the elicitation instrument was made; this instrument was used in Phases III and IV.

Interviewer comments about respondent reactions to the elicitation instrument included:

> He was very interested because he was asked for his opinion. He was surprised someone wanted to hear him talk.
>
> She said she seldom got the opportunity to express her opinion. She was very interested in participating in the project.
>
> She feels somehow that by doing this she will help her children.
>
> The respondent seemed to be overjoyed with the project and eager to respond.

2.1.3 Phase III

Elicitation interviews were conducted with 81 parents selected by multistage cluster sampling procedures.[1] Nine parents from each of the nine high schools in Albuquerque were selected. Previous constraints on education and income were dropped so as to work with a cross-section. Therefore, yearly income ranged from below $3,000 to over $20,000; education levels ranged from the functionally illiterate to MDs and PhDs. All had children in junior high or high school or children who had been in high school within the previous two years. Of the 81, 69% were Anglo, 30% Spanish-surnamed, and 1% Black.

---

[1]This multistage sampling procedure was designed so representative samples of parents can be obtained when school districts are not willing to participate.

The analysis of the elicitation interviews showed that the first question about the ideal high school elicited the most responses (508 total responses; 209 of the 450 goals following reduction).

2.1.4 Phase IV

Elicitation interviews were conducted with an additional 19 parents to expand sample size which, combined with the 81 interviews of Phase III, gave a total set of 100 interviews. The development of elicitation is shown in Figure 2.

2.2 Reduction

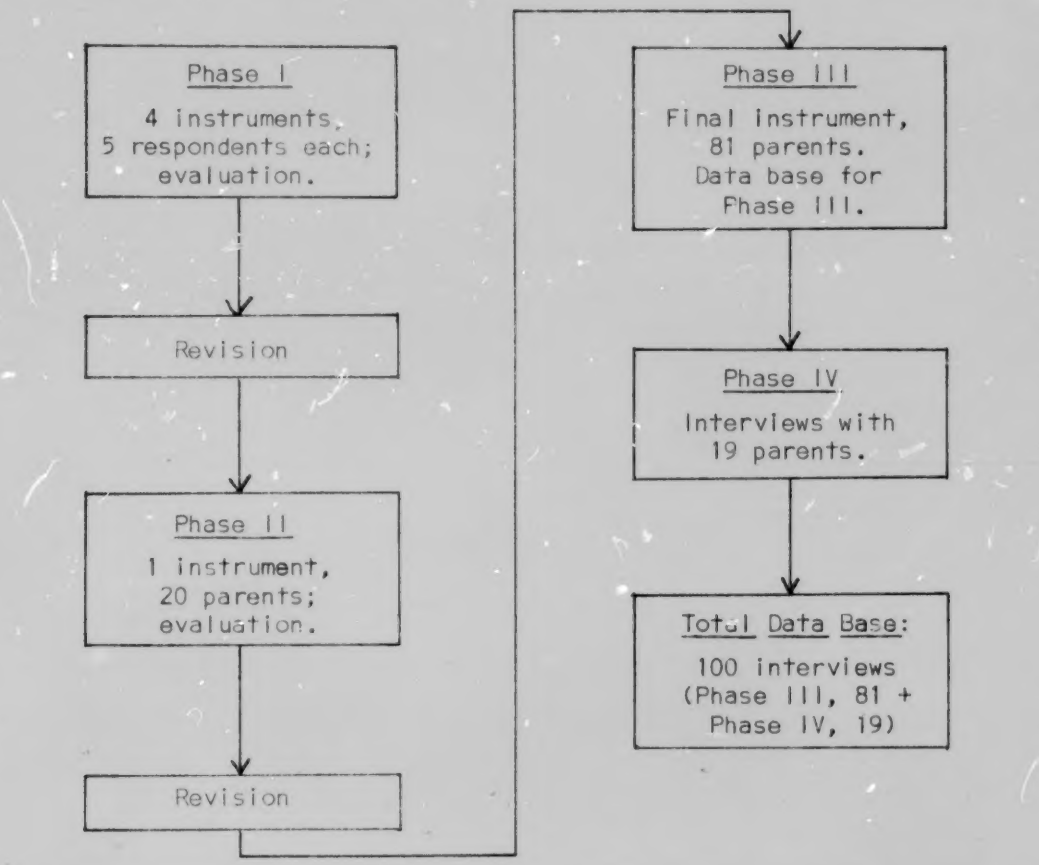
After interviewing parents, a procedure was needed to extract the goal statements and put them in a form suitable for simplification and succeeding tasks. This procedure was termed *reduction*.

As each elicitation interview was completed, the tape was transcribed. Each interview was read by two investigators working independently and goal statements were extracted by formulating each as a proposition such as "Schools should (do, promote, encourage, etc.) . . ." All goals were listed on index cards and coded according to respondent, interviewer, and number of the question which first elicited the statements. The two lists were then compared. When discrepancies arose, the interview in question was read by a third investigator in order to resolve the differences.

After the Phase I interviews, a problem arose concerning the use of the respondent's exact words in the goal statements. Although some statements were clear in the context of the interview, they were often ambiguous when stated independently. Therefore, while it became necessary during the subsequent reductions to change the wording of some statements in order to eliminate ambiguity, the original meaning was retained.

Figure 2

Development of Elicitation Instrument



Many of the original statements contained two thoughts: "Parents should be notified about a discipline problem and allowed to handle it themselves." In Phase I, statements of this nature were not altered. In Phase II and subsequent phases compound statements were divided into two separate statements. The above recommendation thus became:

1. Parents should be notified about a discipline problem concerning their children.
2. Parents themselves should be allowed to handle a discipline problem concerning their own children.

Several goal statements were negative, such as, "Sex education should not be taught." Phase I negative statements were not changed, but since respondents found it difficult to work with the negative statements, in subsequent phases these statements were phrased in a positive form if possible. However, a statement such as "There should not be any discrimination in the schools" was left in the negative.[2]

The diversity and number of goal statements generated by the elicitation interviews had not been anticipated, either by NIE or by the investigators. It had been assumed that parents would talk about a limited number of goals and quite often might have very little to say, especially parents of low socio-economic status. This was not the case. Parents talked at length on a great variety of topics. The large number of goal statements elicited demanded the development of a method which would allow elimination of redundancy to be completed in a reasonable length of time and which would be subject to minimal human error.

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[2]When this statement was phrased positively ("There should be discrimination in the schools") parents reacted with hostility and often refused to respond at all. The negative was therefore left in such statements.

2.2.1 Phase I

Phase I elicitation interviews produced 205 separate goal statements. Based on the content of the statements given, 27 category labels were formed. These included such categories as teacher-student interaction, parent-student interaction, college preparation, vocational training, guidance, home-crafts, sports-recreation, and self-concept. The 205 goal statements were placed under the most appropriate category label by three investigators working independentiy. When statements duplicating one anc†her in meaning were placed under the same heading by all investigators, they were reduced to one statement. For example the statements

1. All students should learn the basics, such as reading and writing;
2. All students should learn to read and write;
3. Basics, such as reading and writing, should be taught;
4. There should be more stress on reading;
5. Students should be taught to write properly; and
6. Students should know the basics -- reading and writing -- when they graduate

were reduced to the following:

Students should know the basics -- reading and writing -- when they graduate.

If similar statements were placed under different category labels, they were not reduced; different distributions were taken to indicate that the statement might not have the same meaning. For example, the following two statements,

1. Schools should be less crowded; and

2. Schools should have fewer students.

were reduced to "Schools should be less crowded." However, the statement "Classrooms should not be so crowded" was left as an independent statement.

After reduction of the 205 goal statements, 99 recommendations remained. These are given in Appendix C.

2.2.2 Phase II

Elicitation interviews produced 437 statements. The same general procedure used in Phase I was followed in Phase II but with an expanded list of category labels. Following reduction, 227 recommendations remained; these are given in Appendix D.

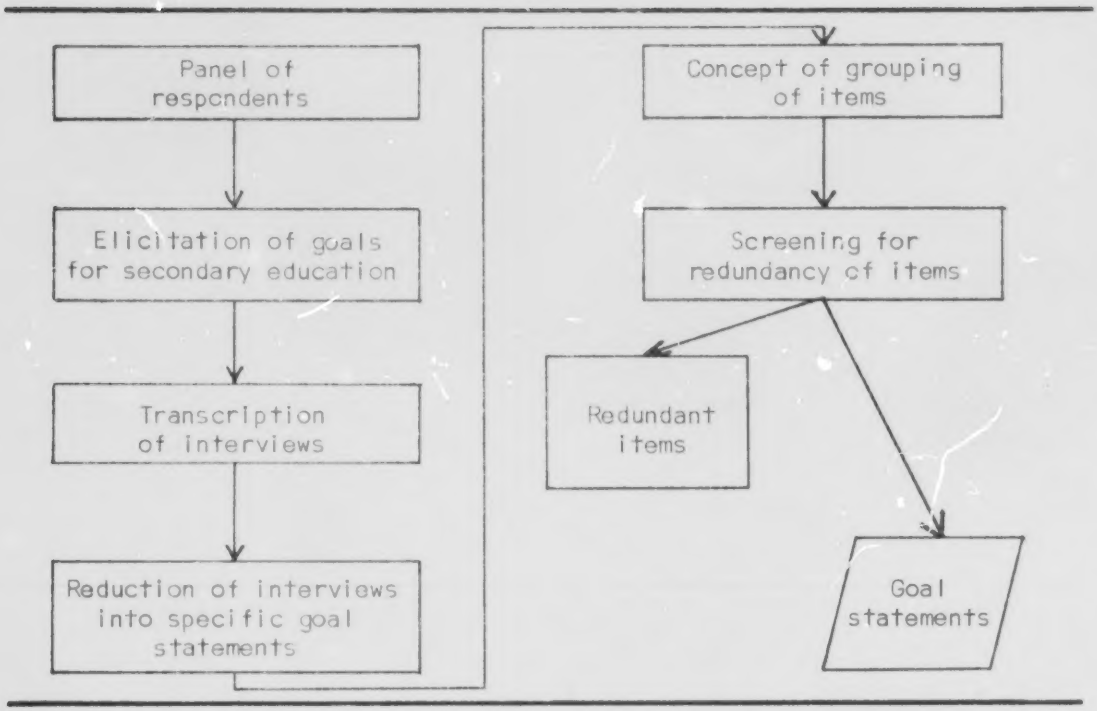
2.2.3 Phase III

Elicitation interviews produced 1,552 statements. Since the expanded list of labels used in Phase II proved cumbersome, a two-stage procedure was developed for the Phase III reduction.

First, general categories (teachers, administration, students, community) were established and the statements sorted into the four categories. Next, each general category was divided into several specific categories. For example, under teachers, specific categories were: teacher qualifications, teacher training, teacher characteristics, teacher responsibility, etc. The statements previously placed within the general category were sorted into the specific categories. Statements which were redundant within one specific category were then "pooled" and a statement was written to represent all statements in the pool. Figure 3 shows the flow of the process. Following this procedure, the 1,552 statements were reduced to 450 goals; these are given in Appendix E.

Figure 3

Flow Chart of Item Reduction Process


Panel of respondents
Elicitation of goals for secondary education
Transcription of interviews
Reduction of interviews into specific goal statements
Concept of grouping of items
Screening for redundancy of items
Redundant items
Goal statements

2.2.4 Phase IV

Elicitation in Phase IV generated 562 statements, providing a total of 2,114 statements for the combined Phase III/IV elicitation sample of 100 parents. These were reduced to 297 goals by essentially the same procedure as that detailed above. Modified categories and a generally improved understanding of the task among the investigators led to fewer goals than had been obtained in Phase III. These goals are given in Table 2. The 297 goals formed the data base for subsequent development and data collection stages.

Text continued on page 31

Table 2

Phase IV Elicitation Goals (Data base)

1. Students should be taught to read.
2. Students should learn confidence in themselves.
3. The emotional needs of the students should be met by the educational system.
4. The school buildings should be available for community use the year around.
5. Students should be taught to get along with others.
6. The daily schedule of the students should be structured -- with no free time.
7. Students should take a practical math they will be able to use in the future.
8. Students should be taught to be responsible.
9. Students should be taught to understand the process of government.
10. Students should be adequately prepared to enter any college in the US (if they plan to attend).
11. There should be school-sponsored competitive sports program for girls.
12. Students should be able to get on-the-job training.
13. Students should be taught good manners.
14. The entire community should be involved with the high school and its activities.
15. The counselors should get to know the students better so that they can help them with their problems.
16. Foreign language courses should be taught in labs with up-to-date recording and listening equipment.
17. Teachers should have the authority to discipline students.
18. Schools should teach students the joy of doing a job well.
19. Students should learn the history of their state.
20. Teachers should <u>not</u> be served better and more food than the students.
21. Buses should be provided to transport students to school-related activities.
22. There should be some method open to the parents whereby they can know more about their children's homework and study assignments.
23. Students who continually create discipline problems should be placed in a corrective school where the discipline is extremely rigid.

24. Parents should be more involved with the schools.
25. Teachers should take more interest in their students.
26. Students should be taught how to use a library.
27. A teacher should find a way to motivate the students to learn.
28. Teachers should encourage students to seek knowledge on their own.
29. There should be a person at each school who acts as a mediator between teachers and students.
30. Teachers should receive higher salaries.
31. All teachers and principals should be fired and the school set up from scratch.
32. Enthusiasm for reading should be encouraged in slow readers.
33. Good grades should be a requirement for participation in sports.
34. Students should be given responsibility only after they have shown they can handle it.
35. Students should be allowed to miss PE classes if they are ill.
36. Slow students should be considered in the preparation of the material for each course.
37. Students should be encouraged to participate in extra-curricular activities.
38. The principal should be concerned with the teachers and the problems of the school and less involved in administrative details.
39. The school should be a place where the student is content.
40. Students should take typing.
41. Classes should be held to show parents what to do if their children have a drug problem.
42. Ninth grade should be a part of the high school.
43. Schools should provide rosters of technical schools where advanced training is available.
44. Schools should have the authority to suspend students who create continual discipline problems.
45. Tutors should be available to help students with courses in which they are having trouble.
46. Daily attendance in each class should be required.
47. Students should be given a voice in determing the policies which directly concern them (dress, curriculum, conduct, etc.).
48. Informal discussion groups should be held in the classroom instead of having lectures.
49. Students should be taught the English -- words, terminology -- related to a particular job.

Phase IV goals

50. Students should be taught to speak and read Spanish.
51. The school buildings and grounds should be attractive and pleasant for the students.
52. Curricula should be expanded to include training in all the new fields which are opening today.
53. Classes in religion should be available to those who want them.
54. Teachers should show respect for the students.
55. There should be a greater variety of PE classes.
56. Teachers should be taught to feel a responsibility to the parents.
57. Students should be able to get credit for on-the-job training.
58. Schools should make sure that discipline is consistent from teacher to teacher.
59. Students should be taught to express themselves orally in English.
60. School and church groups should be kept separate.
61. Schools should reach out to the parents.
62. Humanities should be taught in high school.
63. Schools should go back to the discipline procedures of 20 to 30 years ago.
64. The parents should take the responsibility for establishing the parent-teacher relationship.
65. A greater variety of foreign languages should be taught.
66. Students should not be allowed in places of business during school hours.
67. The school library should be a complete resource center for students.
68. Students should be provided with calculators in math classes.
69. If a student is in serious discipline trouble, the principal should go to the parents.
70. Night school for students should be offered.
71. Students should be informed of the job opportunities which exist for those who plan to work after graduation.
72. Teachers should grade on effort as much as on the quality of the work done.
73. Physically and mentally handicapped students should have the same advantages that other students do.
74. There should be better supervision and security on the school grounds.
75. Administrators should show respect for the students.
76. There should be more community activities in which students can take part.

Phase IV goals

77. Students who are not interested in learning should not have the same rights as the other students.
78. Teachers should earn the respect of the students.
79. Schools should make students realize the importance of an education.
80. High schools should offer both college preparatory programs and vocational programs.
81. Discipline should be the parents' responsibility first and then the school's.
82. Schools should be stricter in checking attendance.
83. Parents should be notified if their children are absent.
84. Discipline should be the result of proper training in the home.
85. Teachers should be honest with the students in discussing their work.
86. Students should be taught to make careful comparisons when they shop for anything.
87. More emphasis should be placed on academic courses.
88. Business/commercial courses should be available to all students.
89. Schools should offer adult education classes.
90. Schools should provide modular scheduling as the best way to meet student needs.
91. Business and trades people should help to teach the courses which pertain to their profession.
92. Students should be taught to express themselves in writing.
93. Information about colleges and universities should be provided.
94. [illegible] improvement should be taught.
[illegible] should try anything to keep students motivated and in
96. There should be a greater variety of outside activities (extra-curricular activities) after school and in the evenings.
97. Teachers should be impartial in dealing with students.
98. Administrators, teachers, and counselors should work together and with the parents.
99. Coaches should realize that they are teachers and educators as well as coaches.
100. Films on drugs and drug abuse should be shown for the parents.
101. Parents should be told about the good things their children do.
102. Teachers should be periodically evaluated on performance so that tenure is not abused.

Phase IV goals

103. Discipline should be handled by the principal.

104. Teachers should be hired only if they are competent in their subject matter.

105. Students should be able to stay after regular hours and take extra courses if they want to.

106. Parents should be sent informal progress reports once a month.

107. A work-study program should be offered to keep potential drop-outs interested in school.

108. Teachers should be free of any extra responsibilities so that all they do is teach.

109. Students should take courses in history.

110. Schools should have better parking facilities.

111. Schools should offer summer recreation programs for the students.

112. More scholarships should be available to high school students.

113. Teachers and principals should treat complaints from parents objectively -- there should be no repercussions for the students.

114. There should be more PTA meetings so parents will know more about the schools.

115. Students should be able to interpret the present in terms of history.

116. The school day should be at least 7 hours long.

117. Parents should be notified if their children misbehave.

118. Students should be taught to function as responsible citizens in adult life.

119. Schools should have a closed campus.

120. Teachers should be more dedicated to teaching.

121. Teachers should be enthusiastic about the subject(s) they teach.

122. The seriousness of the method of discipline should match the seriousness of the wrongdoing.

123. Teachers should make their courses challenging to the students.

124. Counselors should <u>not</u> have to teach or deal with registration.

125. Study halls should be held during school hours.

126. Schools should have more funds than they do now.

127. Extra-curricular activities should reinforce course content.

128. Students should be encouraged to enjoy reading.

129. Students should be taught to enjoy literature.

130. Cafeterias should provide a snack service.

131. The curriculum should offer both academic and non-academic courses.

Phase IV goals

132. Students should be taught to appreciate the rights of others.

133. Students should be taught to spell.

134. Electronics courses should be offered.

135. Students should take courses in preparation for marriage and family life.

136. Students should learn about sex roles and sex expression.

137. Students should study such areas as arts and crafts, drama, and art.

138. There should be community affairs at the school so that the entire community can share the experience of the traditions and customs of various cultures.

139. Students should be taught to enjoy life.

140. Students should be allowed to select their courses.

141. Students should learn shorthand.

142. There should be enough sections of each course so that every student can take the courses he/she wants or needs.

143. Students should be taught that every career is good and worthwhile.

144. High school students should receive all the training necessary to qualify them for a job after graduation.

145. Teachers should teach students good study habits.

146. Students should take more courses in basic English.

147. Classes should be held on a 12-month basis.

148. Students should take the new math.

149. Each school district should have a speech therapist.

150. The grading system should be eliminated.

151. Schools should offer complete athletic programs for the community.

152. Students should have better guidance as to which courses they should take.

153. Students should be taught to function as leaders in adult life.

154. Students should be taught to work together as a group.

155. The school should help students find jobs after graduation.

156. Students should be required to take PE every semester that they are in high school.

157. Parents should have a voice in matters such as the time for teacher-parent conferences and teachers' meetings.

158. Administrators should be active in both the school and the community.

159. More funds should be allocated to athletic activities for travel purposes.

Phase IV goals

160. Teachers should be more forceful.

161. Students should be able to see the counselors when they want to.

162. Students should be taught a physical fitness program which would benefit them throughout their life.

163. Vocabulary building should be stressed.

164. The school library should stay open longer hours.

165. Summer classes should be given to allow the slower students to catch up.

166. Teachers should have full control of the school.

167. Students should be required to take a course instructor even though they do not like him or her.

168. Students should be taught to enjoy music.

169. There should be a wide variety of intramural sports so that any student who wants to do so can participate.

170. Schools should offer vocational training courses.

171. The usual seating arrangement where desks are lined up should be eliminated.

172. Activities centers should be provided for use in the early evening.

173. Discipline problems should be handled with the student, the parents, and the teacher as soon as they arise.

174. Boys should take home economics.

175. Clubs and organizations should have open memberships so that any student may belong.

176. There should be specially trained teachers for students with emotional problems.

177. Schools should have better athletic facilities.

178. There should be enough classrooms so that students can take any subject they want.

179. Students should be allowed to select the course of study in which they are interested -- such as general, commercial, college prep, or vocational.

180. Courses in sex education should be taught.

181. Special education classes should continue throughout high school.

182. Grading standards should be consistent and fair.

183. In selecting teachers, more emphasis should be put on their personality and emotional stability.

184. Counselors should help students find summer jobs in the community.

185. Cafeteria prices should be lowered.

Phase IV goals

186. Students who are kicked off athletic teams should have some course of appeal.

187. Automechanics courses should be available to all students.

188. Teachers should work an eight-hour day.

189. Schools should distinguish between mentally retarded and emotionally disturbed students.

190. The basics should be stressed in special education.

191. Students should take courses in science.

192. Schools should offer real-life type experiences for the students.

193. The school office staff should be more efficient.

194. Teachers should be more involved with their students outside the classroom.

195. Teachers should understand the learning problems of students.

196. Students should be taught to respect teachers.

197. All adults in the community should learn about the administrative and academic structure of the school.

198. Parents should be notified if their children are found to be using drugs.

199. Each student should be developed to his/her fullest potential.

200. More credits should be required for graduation.

201. Parents should be able to have conferences with the counselors.

202. There should be more individual help for the slow learner.

203. The principal should support the teachers on questions of discipline.

204. Teachers should grade students on their ability.

205. There should be bilingual classes for those who want them.

206. Schools should offer equal educational opportunities for males and females.

207. Provisions should be made to teach homebound students.

208. Students should be prohibited from driving cars to school.

209. The community should work closely with the school by supplying jobs that correspond to the areas that are being studied.

210. The area superintendents should learn more about the principals in their area.

211. Parents should be told how the students are allowed to select their class schedules.

212. Schools should have a strict dress code.

213. Schools should provide classes for parents to reach them how to give their young children a background for formal learning.

Phase IV goals

214. Schools should have well-equipped science labs.

215. The student exchange program should be continued.

216. A nurse should be on duty in each school.

217. Parents should be notified any time their children are not doing well academically.

218. Students should be placed in classes according to their level of understanding, rather than age level.

219. Activity and class fees should be paid by community funds.

220. Teachers should grade students on the quality of the work they do.

221. Students should be prohibited from smoking in the school or on the school grounds.

222. Schools should put a stop to door-to-door selling by students.

223. When presenting a controversial issue, teachers should give all sides of the issue.

224. Students should be prepared to take their places in an adult world.

225. Girls should take home economics.

226. Students should be taught to understand and appreciate the culture(s) around them.

227. The teachers should have the authority to punish students physically.

228. More challenging course work should be provided for extremely bright students.

229. The parents should be notified if their child becomes ill.

230. There should be a community relations person to discuss school and student activities and problems with the parents.

231. It is the parents' responsibility to direct their children <u>not</u> just to expect the school to educate them.

232. Teachers should demand a higher level of performance from students in their classwork.

233. Schools should stress competitive sports programs.

234. APS should set up a policy to handle transfer students.

235. Teachers should <u>not</u> put so much emphasis on material things such as making a lot of money.

236. Subject matter should be up-to-date.

237. Teachers should give more individual attention to their students in the classroom.

238. Teachers should explain assignments clearly and fully.

239. Schools should teach self-discipline.

240. There should be specially trained teachers for special education.

Phase IV goals

241. Guidance should be provided so that each student can decide what he/she wants to do with his/her life.

242. The community should have full control of the school.

243. Cafeterias should provide a regular lunch service.

244. The student lunch hour should be shorter.

245. Teachers and principals should visit families to discuss the attitudes and/or behavior of the children.

246. A teacher should not be promoted to the position of administrator.

247. Schools should not operate on a split-shift.

248. A teacher should make the class interesting.

249. Teachers should set a better example of adulthood.

250. Students who are going to college should be taught to cope with it.

251. Moral education should be the total responsibility of the school.

252. Teachers should be available for private conferences with the parents.

253. Students should be treated as adults.

254. Lunches should be free.

255. School spirit should be encouraged.

256. Transportation to and from schools should be provided.

257. A major function of the school should be to take the students off the community's hands a few hours each day.

258. There should be no discrimination in the schools.

259. Teachers and schools should be stricter in disciplining students.

260. There should be competitive activities in the classes in order to create student interest.

261. All schools should have up-to-date audo-visual teaching aids.

262. Each high school should have at least two principals.

263. Schools should play an active role in community life by providing services for the community.

264. The principal should be stricter and not allow students to drop out because they want to.

265. Teachers should refer students who have problems to the counselor.

266. Students should take field trips to various business, commercial, trade, and government operations.

267. If sex education is taught, it should be taught by mature persons.

268. If a textbook is required in a class, each student should have one.

269. Students should be at least 18 years old when they graduate.

Phase IV goals

270. Students should take courses in psychology.

271. Students should be given more homework.

272. A discipline problem should be handled immediately.

273. Cafeteria food should be improved -- both in quantity and in quality.

274. The principal should take more time with the students.

275. Textbooks should be up-to-date.

276. Teachers should make students stick to a deadline for assignments to be handed in.

277. Teachers should teach as they did twenty or thirty years ago.

278. Students should be taught to think clearly.

279. The school and the community should work together to produce new ideas for the classroom.

280. Vacation time should be used by placing students in a work situation which corresponds to their studies.

281. Students should learn to understand themselves.

282. Students should be allowed to make up work if they have an excused absence.

283. Registration should be simplified.

284. There should be more emphasis on the use of phonics in reading courses.

285. Schools should send parents a newsletter about school activities.

286. Students should be taught to play a musical instrument.

287. Aptitude and achievement tests should be used to help students choose among various possible educational programs.

288. There should be drug prevention programs for students.

289. High school should be extended one year so that students can try out different career fields.

290. There should be fewer students per teacher in the classroom.

291. Schools should control the drug problems on the school grounds.

292. Students should take driver's education.

293. Students should study geography.

294. There should be more emphasis on non-verbal communications.

295. Students should take health education.

296. The school board should have a better relationship with the teachers.

297. Teachers should stay up-to-date in their subject area by continuing study.

2.3 Categorization

2.3.1 Phase I

Pair comparison procedures were developed so that the specific statements could be combined by the respondents themselves into a small number of higher-order outcome goals. It was intended that each higher-order goal be made up of a set of related specific goals. It was also intended that the respondents would be able to identify the similarity on which the statements were rated and name the sets, the names becoming the higher-order goals.

A hierarchical cluster analysis was used as the statistical procedure for analyzing the pair comparison data. This procedure identifies similarities, as measured by any consistent index, and progressively links together items with increasing levels of (average) similarity. If there are naturally occurring families of items, linked at different levels of relationship, the procedure will allow them to emerge from the data. The hierarchical cluster analysis algorithm originated by Johnson (1967) was used for the analysis.[3] Ratings on similarity provided the input.

In the pair comparison task, each statement was paired with every other statement and each pair then rated. For each pair of statements offered, respondents checked a box indicating whether the two statements had the *same* meaning, *very similar* meaning, *somewhat similar* meaning, were a *little similar* in meaning, were *neither similar nor opposite* in meaning, were a

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[3]Johnson's original program was modified by the Computer Applications Department, Michigan State University and subsequently by Alex Peralta of the University of New Mexico and Curtiss Priest, formerly of Humanic Designs Corporation. The program is available from Dr. Blackwell.

little opposite in meaning, *somewhat opposite* in meaning, *very opposite* in meaning, or *exactly opposite* in meaning. The 99 goals elicited in Phase I gave 4,851 pairs to be rated.[4]

Since rating 4,851 pairs was obviously too great a task for any one respondent, the set was broken into 19 sets of 252 pairs each and one set of 63 pairs.[5] Each of the 20 Phase I respondents completed two sets. Professional staff at the Institute for Applied Research Services, University of New Mexico, also performed this task, so that four people rated each pair.

This procedure is somewhat different from the conventional use of pair comparison as a method of ordering stimuli. Usually, all pairs must be rated by the respondents. In the present case, only a mean rating of perceived similarity per pair was necessary; this statistic could then be treated as a similarity function in a cluster analysis.

The average time for completion of the rating task was four hours for the professional staff and five hours for the respondents. This suggested that the method of pair comparison, even when the pairs were distributed over the respondent group, was not practical.

The results of the analysis indicated that there was a great deal of "noise" in the data. As will be seen from Table 3, some evidence of a

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[4]The number of pairs of n statements is n(n-1)/2.

[5]The order of occurrence of statements comprising a pair was determined so that the same statement did not occur twice in succession. Also, each statement appeared first in a pair 50% of the time.

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Table 3

Phase I Groupings from Pair Comparison Task

Grouping	
1.	Teachers should be given more authority over the students. Psychology should not be taught.
2.	Evolution should not be taught. God should be put back into the schools.
3.	Parents should be contacted about discipline problems. Parents should be told about a discipline problem so they can handle it.
4.	Teachers should be more serious with families. Students should not be left out of school for discipline reasons.
5.	Speed reading should be taught. Reading should be made fun. All students must learn the basics, such as reading, writing, spelling, and math.
6.	College prep students should have classes together. Some college work should be given in high school. College prep courses should be taught.
7.	High school should start with ninth grade. More credits should be required for graduation.
8.	There should be more parent-teacher communication. Schools should exert more control over use of dope. Teachers should provide more leadership.
9.	Students should be taught to get along with everyone. Groups based on race should not be organized.
10.	More community people should work in the schools. Students should learn respect for older persons.
11.	Courses should be taught in all aspects of homemaking. Students should learn about dress and personal appearance.
12.	Courses in business machines, data processing, and keypunch should be given. Courses in business should be taught. Students should learn office skills and typing.
13.	Students should be trained so they can make money. Students should have the opportunity to participate in work-study programs. Students should learn a trade. Schools should offer better vocational training.
14.	Discipline is one of the most important things for a student to learn. Counseling should play a part in discipline procedures.

Grouping

15. Discipline should be handled through motivation.
    Discipline should not be mixed with personality conflicts; picking fights.

16. An opportunity should be given to students to decide what to do in the future.
    Students should be taught to take care of themselves.

17. Courses in success and motivation should be taught.
    Teachers should treat students as adults.

18. Students should be taught to think for themselves.
    Students should be taught to become individuals.

19. One summer on work forms where students provide for themselves should be given.
    Students should be taught to appreciate what they work for.
    Students should learn to understand themselves.

20. Students should be given a purpose for living.
    Students should be given a positive outlook and attitude toward life.

21. Students should be given opportunities to earn honest praise.
    Older students should be allowed to tutor younger students.

22. Students should be taught to express themselves.
    Students and parents should get together on what is being done in the schools.

23. Students should be taught to appreciate their cultural heritage.
    Mexican-American students should learn to read and write Spanish.

24. A sense of honesty should be taught to students.
    Students should learn to be punctual and not procrastinate.

25. A wide variety of sports should be taught so all students can participate.
    A variety of extra-curricular activities should be offered.

26. Students should be taught to live in a changing world.
    Teachers should be better prepared to keep up with excellent students.

27. A selection of fields for the students' choice should be offered.
    Schooling should match needs and interests of students.
    Schools should help students decide what they want to do.

28. Schools should operate 12 months so vacation can be taken during any quarter.
    Schools should be less crowded so split-shifts are not necessary.

29. Teachers should take an interest in their students and motivate them to do better.
    Teachers should take courses in psychology.

Grouping

30. Teachers should communicate better with their students.
    Teachers should be motivated to teach students.

31. A financial course (how to handle money, credit cards, etc.) should be offered.
    Students should be given training in job applications.

32. Sex education should be taught.
    Courses should be more up-to-date.

33. Students should learn to treat everyone equally -- like good friends.
    There should not be so much discrimination in the schools.
    Schools should be more sympathetic to needs of Mexican-Americans.

34. There should be a wider variety of academic courses; art, music.
    Registration should be set up so students can take the courses they want.

35. Teachers should work harder.
    Extra help in course work should be provided.

36. Special training and help should be given to students with learning problems.
    Counselors should work with all students.
    Counseling should be started right away with kids who cause trouble.

37. Programs like Upward Bound should be offered.
    Schools should make sure that students don't drop out.

38. Students should be taught to strive for their best.
    More time should be spent in class and study.

simplified structure emerged, but it was by no means as clear as we had hoped it would be. The level of aggregation seemed to be generally at a mediate level of goals rather than at a higher-order level.

An examination of the raw data showed a high percentage of cases in which respondents marked high similarity between items of manifestly different meanings, or vice versa. Discussion with interviewers and with respondents indicated that respondents, despite the instructions, were trying to evaluate the statements along the lines of agreement instead of meaning. They marked similar when they agreed with both statements in the pair, dissimilar when the agreed with one, but disagreed with the other, and marked neither/nor when they disagreed with both statements. Typical of respondent and interviewer reactions were:

> I wish these were just "yes" and "no" questions. (Respondent)
>
> They have these questions all through and I disagree with every one. (Respondent)
>
> It was obvious that she was "agreeing." (Interviewer)

Given the constraints of the research, it was impossible to follow through in a systematic manner on the hypothesis of respondent set; however, interviewers indicated that the desire to agree or disagree occurred with several respondents on every subsequent task.

Parents were given the list of goals which formed each category as determined by the pair comparison. They were told that they could delete any goal from any list if they felt it did not belong in the grouping, and that they could combine lists if they wanted. After they had evaluated each grouping of statements they were asked to give a name to each group. Parents generally found this difficult, selecting one or two key

words as the name. Many categories were not named at all and parents did not combine lists.

2.3.2 Phase III

As it was apparent that the pair comparison procedure was unworkable in the existing situation, another method was explored in an attempt to determine parent categories; a free sort task was attempted. The free sort allows respondents to structure their own categories with no suggestions as to the type of categories to be formed. The free sort is intended to identify latent groups among a set of items without the imposition of a structure to the items prior to the sort (see Miller, et al., 1969). Analysis of the free sort is based on the assumption that latent categories exist among a set of items and that those categories can be identified, with the elimination of random errors, from the groupings manifested by the sorts.

Twenty-seven parents performed the free sort task. Twenty professors in the College of Education at the University of New Mexico also performed the free sort task as an aid in the development of the analysis of the task and to offer some comparison with results from parent data. Both groups were instructed to place together those goals which appeared to be similar in meaning to each other. There was no restriction on time, the number of groups formed, or the number of sorts and re-sorts. Parents completed the task in an average of six hours while professors averaged four hours. In addition, the parents required a great deal of supervision while performing the task. The length of time for completion and the need for supervision again made this an impractical task for general use.

The analysis of the free sort was accomplished by the latent partition analysis (LPA) program developed by Wiley (1967) and modified by Joe Haenn of CEMREL. The latter program was further modified by Damon Stafford of the University of New Mexico Computing Center.[6]

A preliminary analysis of 128 statements[7] identified 20 categories of some strength; results indicated that categories identified were both at a general outcome level and at a mediate level of goals. In this, results corresponded to some extent to the results of the pair comparison. Analysis of both the pair comparison and the free sort indicated that respondents did not group the recommendations into global outcome categories only. Free sort latent categories for both parents and professors are given in Table 4. Results for the parents and professors were somewhat comparable, although professors did appear to "cue" on words more than parents.

Because parents did identify outcome goals from the limited data set of 128 statements, NIE and the research team decided to pursue the issue further, encompassing the total data set of goals. Twelve outcome goals were identified by the research team from the 2,114 statements elicited in Phases III and IV. This was accomplished by having each of the four investigators perform a free sort, with the express purpose of categorizing by global outcomes. We decided to group statements so that goals pertaining to the leaning functions of the schools were formed -- primarily those

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[6]The LPA program may be obtained from Dr. Blackwell. Although the LPA program was extensively modified, we could never get it to the point where it could handle over 128 statements efficiently.

[7]Of the 128 statements, half were selected randomly; half were selected for similarity of meaning, as a way of checking the program.

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Table 4

Free Sort Latent Categories

Parent Categories

1. Students should be taught to be tolerant.
   Students should be taught to enjoy life.
   Students should be taught good manners.
   Students should be taught to be responsible citizens.
   Moral and ethical values should be instilled in the students.
   Students should be taught to respect the rights and property of others.
   Students must learn that each person is necessary for the functioning of the whole in society.
   The need for helping other people should be instilled in students.
   Responsibility to society and society's responsibility to the student should be taught.
   Students should be taught how to play.
   Students should be taught that they are responsible for their actions and that they must accept the consequences for them.
   Students should be conditioned to the value of working -- that it is a pleasure.
   Students should be taught to get along with other people.
   Students should be involved in community activities to insure that they will become aware of their responsibility to the community.
   Religion should be put back into the schools -- a universal religion.
   Students should be taught to understand their own feelings.

2. Discipline should not be threatening.
   Discipline should be regarded as training rather than unquestioning obedience.
   Discipline should be handled by removing students' privileges.
   Students should be disciplined for skipping classes.
   Discipline should be handled by the principal.
   Discipline should be more effective.
   Discipline methods should be consistent and fair.
   All students who create discipline problems should be placed in a corrective school where the discipline is extremely rigid.
   The moral factor should be stressed to reduce discipline problems.
   Schools should have stronger discipline, but should use physical or corporal punishment rather than suspension.
   If a student is in serious discipline trouble, the principal should call the parents.
   Conduct standards should be set up and enforced.
   Schools should provide training in self-discipline.
   High school should develop a better attitude in students by requiring more self-discipline of them.
   The principal should keep order in the school.

3. Teachers should respect students.
   Teachers should instill self-confidence in their students.
   Teachers should earn the respect of the students.
   Teachers should follow up a threat with action.

Parent Categories

4. Students should take Home Economics as a preparation for life.
   Students should learn about all facets of being a homeowner and homemaker.
   Students should learn about marriage and family living.
   Girls should be trained for marriage and family life.
   Students should take courses which would help them to handle the practical aspects of adult life.
   Girls should be prepared for the role of wife and mother by taking courses in basic Psychology.
   Students should take arts and crafts and other things they can enjoy after graduation.
   Courses explaining men and women's roles should be offered.

5. High schools should take the lead in community affairs.
   Schools should provide the community with library service.
   There should be community affairs at the schools where the entire community can share the experience of the traditions and customs of various cultures.
   School buildings should be available for community activities.
   The community should try to improve the schools instead of waiting for the federal government to do it.
   Night classes for adults should be offered.
   The school should help the community by supplying lunches to those who need them.
   A community relations person to discuss school and student activities and problems with the parents is needed.
   Schools should foster ideas of the world and society which conform to the parents' sense of values and attitudes.

6. There should be more communication between the administration and the parents.
   There should be more PTA meetings so parents can learn more about what is going on in the schools.
   There should be more open houses to provide the opportunity for more parent-teacher interaction.
   There should be more communication between parents and the school board.
   There should be a regular newsletter to the parents to keep them informed of school activities.
   Schools should provide classes for parents to learn how to give their young children a background for formal learning.

7. College-bound students should receive an adequate foundation for entering college.
   Students in a college preparation program should have better guidance as to what courses are necessary.
   Students who are going to college should be taught how to cope with it.
   College prep courses should require more reading and writing.
   Vocational training should be offered for those students who want to work after finishing high school.
   Students should be prepared to go out into the community when they finish high school.

Parent Categories

8. Every student should be able to read and write when he finishes high school.
   Students should be encouraged to enjoy reading.
   Students should be taught how to express themselves in writing.
   Students should be taught how to express themselves verbally.
   Each student should be developed to his fullest potential.
   All students must learn the basics -- reading, writing, and arithmetic.
   Students should be encouraged to study the languages of the ethnic groups of the area.

9. Students should attend school for a full 8-hour day.
   The campus should be closed.
   Students should be allowed to leave class with permission.
   Students should meet each class every day.
   Religion should be put back into the schools -- a universal religion.
   Girls should be trained so they have an occupation they can fall back on if necessary.

10. Students should be taught about government and politics.
    Students should take field trips to learn the culture of their state.
    Students should learn the history of their state.
    The government of the United States should be taught for its practical aspects.
    Students should have the opportunity to see all government operations in action -- city, county, state.
    Every students should take life enrichment courses such as art, music, drama, etc.
    Students should learn to read and speak Spanish.
    Students should be encouraged to appreciate music.
    Classes in religious history and philosophy should be offered for those who want to take them.
    Students should be exposed to all religions of the world to understand what other people feel and why they feel this way.

11. Schools should provide the framework for a systematic approach to preparation for life in society.
    A major function of the school should be to prepare future leaders.

12. Students should be trained to the point where they can make a living after graduation.
    Students should be trained to do something they would enjoy when they finish high school.
    Students should be prepared for the future -- how to cope with life in general.

13. Students should be prepared to take care of themselves physically in the future.
    Athletic organizations should help students prepare for a happy life.
    Students should be taught about the world of work.

14. Students should be taught about sexual roles and sexual expression.
    Sex education should be taught.

Parent Categories

15. Smoking restrictions should be made and enforced.
Rules and regulations should be made more relevant so that the rules will be accepted.
There should be more supervision of the students in the school and on the grounds.
Schools should have a dress code.
There should be control over drug-abuse in the schools.

16. Students should be taught to understand themselves.
Students should be taught the joy of doing a job well -- of doing their best.
Students should be taught the importance of an education.
Students should be taught to think.
Students should be taught to be more discriminating in their consumer tastes.

17. Teachers should be stricter.
Teachers should have the authority to discipline the students.

18. Students should be helped to get a job when they finish high school.
Students should be able to get on-the-job training.

19. Teachers should adhere to a strict time schedule for assignments.

20. Students should be allowed to use school building at night and on weekends for educational purposes.
School facilities should be available to students during the summer.

Professor Categories

1. All students who create discipline problems should be placed in a corrective school where the discipline is extremely rigid.
Students should be disciplined for skipping classes.
Discipline methods should be consistent and fair.
Discipline should be regarded as training rather than unquestioning obedience.
A discipline problem should be handled immediately.
Discipline should be handled by removoing students' privileges.
Discipline should not be threatening.
Conduct standards should be set up and enforced.
Discipline should be more effective.
The moral factor should be stressed to reduce discipline problems.
Discipline should be handled by the principal.
Teachers should have the authority to discipline students.
There should be more supervision of the students in the schools and on the grounds.

2. Teachers should respect students.
Teachers should be stricter.
The teacher must earn the respect of the students.
Teachers should instill self-confidence in their students.
Teachers should follow up a threat with action.

Professor Categories

3. The need for helping other people should be instilled in students.
   Students should be taught to be good responsible citizens.
   Students should be taught to be responsible to one another.
   Students should be taught to get along with other people.
   Students should be taught to be tolerant.
   Students should be taught that they are responsible for their actions and that they must accept the consequences for them.
   Students should be taught to respect the rights and property of others.
   Students should be conditioned to the value of working -- that it is a pleasure.
   Students should be taught the joy of doing a job well -- of doing their best.
   Students must learn that each person is necessary for the functioning of the whole in society.
   Students should be taught to work with one another.
   Students should be involved in community activities to insure that they will become aware of their responsibility to the community.
   Moral and ethical values should be instilled in the students.
   Responsibility to society and society's responsibility to the student should be taught.
   Students should be taught the importance of an education.
   Students should be taught about the social aspect of life.

4. Schools should provide the community with lectures on various topics.
   There should be community affairs at the schools where the entire community can share the experience of the traditions and customs of various cultures.
   Schools should provide the community with library service.
   High schools should take the lead in community affairs.
   Schools should have talent programs and talent assemblies for the students and parents.
   The community should try to improve the schools instead of waiting for the federal government to do it.
   The school should try to enforce the parents' standards of behavior.
   The school should be considered as a means of keeping the students off their parents' hands.
   The school should help the community by supplying lunches to those who need them.
   Schools should foster ideas of the world and society which conform to the parents' sense of values and attitudes.

5. Students should be taught to understand their own feelings.
   Students should be taught to understand themselves.
   Students should be taught to enjoy life.
   Students should be taught to think.
   Every student should be developed to his fullest potential.

6. Teachers should adhere to a strict time schedule for assignments.

7. There should be more PTA meetings so parents can learn more about what is going on in the school.
   There should be more open houses to provide the opportunity for more parent-teacher interaction.
   There should be more communication between parents and the school board.
   There should be more communication between the administration and the parents.
   A community relations person to discuss school and student activities and problems with the parents is needed.
   Schools should provide classes for parents to learn how to give their young children a background for formal learning.

8. Students should learn to read and speak Spanish.
   Students should study the history of their state.
   Students should be taught about government and politics.
   Classes in religious history and philosophy should be offered for those who want to take them.
   The government of the United States should be taught for its practical aspects.
   Every student should take life enrichment courses such as art, music, drama, etc.
   College prep courses should require more reading and writing.
   Students should take Home Economics as a preparation for life.
   PE should be required for every student during each year of high school.
   Students should be encouraged to study the languages of the ethnic groups of the area.
   Courses explaining men and women's roles should be offered.
   Sex education should be taught.
   Students should be encouraged to appreciate music.
   Religion should be put back into the schools -- a universal religion.
   Students should learn about marriage and family living.
   Students should have the opportunity to see all government operations in action -- city, county, state.
   Students should take field trips to learn the culture of their state.

9. Every student should be able to read and write when he finishes high school.
   All students must learn the basics -- reading, writing, and arithmetic.
   College-bound students should receive an adequate foundation for entering college.
   Students should be taught how to express themselves in writing.
   Students should be taught how to express themselves verbally.
   Students should be encouraged to enjoy reading.

Professor Categories

10. The campus should be closed.
Smoking restrictions should be made and enforced.
There should be control over drug-abuse in the schools.
Schools should have a dress code.
Rules and regulations should be made more relevant so that the rules will be accepted.
Students should be allowed to leave class without permission.
Students should attend school for a full 8-hour day.

11. Students should be trained to the point where they can make a living after graduation.
Students should be able to get on-the-job training.
Vocational training should be offered for those students who want to work after finishing high school.
Students should be taught about the world of work.
Students should be trained to do something they would enjoy when they finish high school.
Students should be helped to get a job when they finish high school.
Students should be prepared to go out into the community when they finish high school.
Girls should be trained so they have an occupation they can fall back on if necessary.
Students in a college preparation program should have better guidance as to what courses are necessary.
Students should learn about all facets of being a homeowner and homemaker.
Athletic organizations should help students prepare for a happy life.

12. School facilities should be available to students during the summer.
Students should be allowed to use school buildings at night and on weekends for educational purposes.
School buildings should be available for community activities.
Night classes for adults should be offered.

having to do with student-centered outcomes, but also recognizing that in the free sort parents had formed a general goal related to teaching functions for community members. The sorting continued until each of us was satisfied that his/her groupings corresponded to outcomes and was able to name each of the groupings. Then we compared our results with the categories identified from the free sort and agreed upon 12 outcome categories. They are given in Table 5.

Table 5

Outcome Categories

1.	Providing knowledge specific to informed citizenship.
2.	Providing knowledge of moral responsibility.
3.	Providing for knowledge of the care and well-being of one's body.
4.	Providing knowledge specific to adult family responsibilities.
5.	Providing general academic knowledge.
6.	Providing knowledge specific to college preparation.
7.	Providing services and facilities for the parents and other members of the community.
8.	Providing for personal and social adjustment and maturity.
9.	Providing vocational-specific knowledge.
10.	Providing knowledge of the need to conform.
11.	Providing knowledge specific to the adult consumer role.
12.	Providing aesthetic, humanistic, and cultural appreciation.

Results from the pair comparison and the free sort, although not conclusive due to difficulties encountered with each task, indicated that parents also formed goals at a mediate level. A review of the results from the pair comparison and the free sort, together with an informal content

analysis of the elicitation interviews, allowed us to identify 48 mediate level goals stated by parents. These goals deal with all aspects of schooling, including student characteristic goals, social goals, service goals, and process goals. In identifying the 48 goals, we used a considerable degree of judgment. This was inevitable because of the number of elicited goals and the difficulties with the pair comparison and the free sort. The diversity and range of the original interviews and the ways in which goals were grouped by parents led to considerable overlap among the 48 goals. Consequently, there was no orderly, mutually exclusive organization of the data at this level of goal structure. The 48 mediate level goals are given in Table 6.

2.3.3 Phase IV

To assess the validity of the 12 outcome categories, the parents were asked to distribute the 297 statements over the 12 outcome goals (i.e., match each statement to an outcome goal). The primary objective of the task was to determine if parents consistently grouped statements into the same categories. If the parents did not achieve any consistency in the groupings, we would then know that the 12 outcome goals created by the investigators were not meaningful consolidations of the parents' goals. A secondary objective of this task was to determine if parents recognized relationships between outcome goals and process functions such as facilities, equipment, and personnel, and if so, which process functions were perceived as supporting what outcome. Instructions to the parents for this task are in Appendix F.

Text continued on page 51

Table 6

Mediate Goals

1. Students should be required to go to school all day, Monday through Friday.
2. Students should have basic skills in practical arithmetic.
3. Students should understand the need for education, have a desire to learn, and know how to think and reason.
4. Schools should provide for the mental health of their students.
5. Competitive sports programs should be offered.
6. Higher academic standards should be set up and enforced.
7. Discipline standards for students should be set up and strictly enforced.
8. When they graduate, students should have the basic skills of reading, writing, spelling, speaking, and listening.
9. Students should learn to be wise buyers and users of goods and services.
10. College preparation should be provided so that students may gain skills necessary for successful college work.
11. The continued education and a periodic evaluation of teachers and administrators should be required.
12. Teachers should have personal characteristics that enable them to communicate with their students and to teach more effectively.
13. Complete physical fitness programs should be offered for all students.
14. School facilities -- buildings, library, sports facilities -- should be open to the community.
15. The school year should be extended to a 12-month program with staggered vacations for teachers and students.
16. Students should learn to handle the everyday problems of adult life.
17. Vocational guidance should be provided so that students can learn about their own abilities and interests.
18. Adequate medical services should be available.
19. Students should develop a feeling of self-worth and self-understanding.
20. Students should develop good character -- a sense of moral, ethical, and religious values and goals.
21. Schools should provide for the physical health and safety of their students.
22. Schools should have adequate athletic facilities.

Mediate Goals

23. Students should have a basic education in courses such as science, history, government, geography, and foreign language.
24. Schools should set up specific and regular forms of communication.
25. Students should learn to get along with and work with others.
26. Students should be kept motivated and interested in school.
27. Special programs should be provided for students who have a learning handicap -- either physical or emotional.
28. All students, regardless of ethnic, cultural, or religious group, should have an equal opportunity to participate in any course or activity offered by the school -- for example, competitive sports, clubs, and organizations.
29. Students should be helped to get a job or to enroll in a college after finishing high school.
30. Classes should be set up so that students can learn effectively -- ample space, the necessary equipment, and fewer students per teacher.
31. Higher standards should be established and enforced for the selection of school administrators and teachers.
32. Students should learn to take pride in their work.
33. Students should learn to obey the rules and regulations of society.
34. Services for the adults in the community -- such as classes, consumer education, training in family life, sports activities, and specific help in such areas as coping with drugs -- should be provided.
35. Students should learn to value each and every job.
36. Students should develop talents, interests, and hobbies for the leisure time activities of their adult lives.
37. Students should acquire the knowledge which will enable them to be good, responsible, and informed citizens.
38. Students should have a basic knowledge of the human relationships of adult life -- being a spouse, a parent, or a single adult.
39. Adequate food services should be available.
40. Students should learn about and develop an ability to adjust to the changing world and its problems.
41. Where their children are concerned, parents should be actively involved with teachers and administrators.
42. The school environment should be pleasant and attractive.
43. Students should understand the importance of physical fitness in adult life.
44. Students should understand and respect people of all cultures.
45. Students should have an appreciation of the arts, culture, and beauty in the world.

Mediate Goals

46. Vocational training should be provided so that students may gain skills for employment immediately after graduation.

47. The entire community (parents, taxpayers, as well as school personnel and the school board) should be involved with the school system.

48. Both boys and girls should have an equal opportunity to participate in any course or activity offered by the school -- for example, home economics, industrial arts, secretarial courses, competitive athletics, clubs, and organizations.

Because we were also concerned about the possible contamination of the data by the informal content analysis and the pair comparison and free sort which led to the 48 mediate goals, we decided to perform the same type of structured sort for the 48 goals, where respondents matched each of the 48 goals to one of the 12 outcome goals.

2.4 Determination of Priorities

During Phase IV, an inventory was developed which would allow the determination of priorities parents held for each goal. A second objective of this inventory was to present questions which had been reduced to a conceptual level where parents had firm opinions. The inventory, which we called the *Goal Discrepancy Analysis*, contained three scales which would allow us to determine the degree of concern a respondent felt about each goal and would also allow us to determine any discrepancies between what parents thought was actually being accomplished in the schools and what they felt should be accomplished. This inventory also lends itself to determining any discrepancies between parental and professional knowledge and opinion.

This inventory asked respondents to answer the question, "Is this recommendation now being attempted?" Depending upon the answer, each respondent then indicated whether or not the recommendation should be continued, stopped, or begun. A third section of the instrument assessed the degree of concern attached to each recommendation. This scale is given in Appendix G. Reaction of the parents to the inventory included:

> I enjoyed doing this. It made me feel important.
>
> I feel that if all the [48] recommendations were strictly followed we would have an exellent (sic) school system. I

have always felt that the problem with our school system is lack of money, student-teacher ratio and teachers denied the right to more rigid discipline -- not enough parent participation.

I would personally welcome "awareness" programs for the concerned parents to air concerns about . . . the lowering of academic standards -- what to do with discipline problems of some students that inhibit others from gaining more out of their educational system and the general laxity on the part of the educational system and parents in our community to motivate and expect more (and demand more) respect and results from students in order to develop into responsible adults.

I feel the interview or survey is timely and worthwhile. What conclusions you might derive from this reply, I hope is (sic) hopeful.

Just reading the recommendations was very educational.

I hope all these [48] recommendations are put into the schools.

A second approach to priorities was developed after discussion with personnel of Albuquerque Public Schools about the type of rating results which would be most useful to them. They indicated that a direct rank ordering of the 12 and 48 goals, in addition to the Goal Discrepancy Inventory, would provide them with meaningful information. Thus, we asked both parents and school personnel to place the 12 outcome goals into rank order of importance. This task proved quite easy for respondents to do. The results of this task are given in Appendix H.

The 48 mediate goals were also ranked by parents and school personnel. Respondents were asked to select the 10 most important goals from the 48 and place them in rank order of importance and then were asked to select the 10 least important goals and place them in rank order. By assigning a weighted value to each goal, according to its positive rank (important) or negative rank (not important) we were able to determine a rank value for each of the 48 mediate goals.

2.5 Summary of Procedures

The following procedures were the outcome of the developmental stage of the project. The four tasks were used for data collection during the project. Table 1 (page 9) gives the number of respondents for each task. Multi-stage cluster samples were drawn; sampling procedures are given in Appendix A. Results are given in Volume III.

2.5.1 Elicitation Interview

Open-ended, tape-recorded interviews were conducted with parents. They were asked to give their ideas and opinions about high school education in a series of questions which ranged from their idea of a "perfect" school to their aspirations for their own children. The elicitation interview questionnaire is given in Appendix B. Interviews were transcribed and all statements which could be construed as a goal for education taken from each interview.

2.5.1.1 Reduction. Statements were screened to eliminate redundancies. A two-stage procedure was developed to allow efficient reduction of the large, diverse data set.

2.5.1.2 Data base. Reduction led to a data base of goals which were used in the three subsequent tasks. The nature and range of the data base itself provides insight as to the range of aspirations that parents have for high school education.

2.5.1.3 Outcome/mediate goals. The data base of goal statements from the elicitation interviews was further reduced into outcome goals. Twelve global aims for students were identified. At a more specific level, 48 mediate goals -- the means used to accomplish the outcome goals and

intermediate goals themselves -- were identified. In addition to the data base, both the outcome and mediate goals were used in the three subsequent tasks.

2.5.2 Categorization

Respondents were asked to indicate what outcome goal each of the statements in the data base would best help achieve by matching each statement with one of the 12 outcome goals. They were also asked to match each of the 48 mediate goals with the outcome goal they felt it would best help achieve.

2.5.3 Goal Discrepancy Analysis

This task asked respondents to indicate their awareness about whether or not each goal was being attempted in the educational system. They then indicated the degree of support they wanted for each goal and the degree of concern they had that each goal be accomplished. This task was completed for goals in the data base and for the 48 mediate goals.

2.5.4 Priorities

Respondents were asked to place the 12 outcome goals in rank-order of importance. They were also asked to select the 10 most important goals from the 48 mediate goals and to place them in rank order, and then to select the 10 least important and rank them.

APPENDICES

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Appendix A

Sampling Procedures

Phase I

Interviewers were given locations of low-income housing projects where they were to seek respondents who met the pre-established demographic qualifications and who would agree to be interviewed. Those demographic qualifications were: (a) income under $7,500; (b) tenth grade education, or less; (c) residence in the Albuquerque Standard Metropolitan Statistical Area (SMSA); and (d) children in junior high or high school, or children who had been in high school within the previous two years. Forty-four percent of those contacted did not meet the requirements; 23% of those who were eligible agreed to participate. A sample of 20 parents -- 35% Anglo, 35% Spanish-surname, and 30% Black -- participated in this first development of procedures and instruments.

Phase II

Census blocks were ordered by aggregate value of private dwellings and aggregate value of annual rentals to select respondents. Seven blocks which fell below average level from each of the nine high school districts were randomly selected. Four contacts per block were made. Of those contacted, 18.6% were eligible to participate; 47% of those eligible agreed to participate. The eligibility requirements were the same as the demographic qualifications used in Phase I. Twenty parents, 30% Anglo, 55% Spanish-surname, and 15% Black, participated in the second phase of instrument development.

Appendix A

Phase III/IV

A multistage cluster sampling technique was used to select the third sample. A multiple regression to estimate the median education level of each school district was performed. The aggregate value of private houses and the aggregate value of rentals were used to predict the education level of the heads of households. An equal number of census blocks predicted to be above and below the median education level, the number of dwellings to be contacted, and the sex of the respondent to be contacted were randomly selected for each school district.

A total of 971 persons was contacted; 73% (709 parents) did not have children in high school during the specified time period and were ineligible. Fifty-four percent of those eligible (142) agreed to participate.

The 142 parents were stratified by education level. A random sample of 81 parents, 41 above the median education level and 40 below, were selected to be interviewed. Income for these 81 parents ranged from $3,000 to above $20,000. All parents resided in Albuquerque and all had children in junior high, high school, or children who had been in high school within the previous two years. Of these parents, 69% were Anglo, 30% were Spanish-surnamed, and 1% was Black.

In addition, 19 parents having demographic characteristics similar to the 81 parents above were randomly selected to be interviewed. This parent sample had 72% Anglo, 24% Spanish-surname, and 4% Black.

Appendix B

Elicitation Instrument

1a. I'd like for you to imagine a perfect high school. Tell me everything you can think of that such a school should or could do for its students.

PROMPT:

"Anything else?"

"Can you think of anything else?"

"What else could it do?" AS NEEDED

1b. Is there anything this perfect school should or could do for the community? By community, we mean the area served by the high school district.

2. What do you think would be some good things that a school could do to give students the best chance of having a satisfactory and happy adult life? Tell me everything you can think of that would help students achieve that satisfactory life.

Now, let's talk about *(name)* High School and what it's doing right now.

3a. Are there any courses that are offered that you think are especially good? Why do you think so?

3b. Are there any courses that are offered that you think are <u>not</u> good? Why do you think so?

4. Are there any courses that you'd like the school to give more time to?

Students sometimes find a subject easy or difficult because of the way it is taught or because of the textbook.

5. Are there any subjects children find especially easy to learn because of the way the teacher or the book handles the subject or because of the student himself?

   (IF SO) What subjects?

   FOR EACH SUBJECT: Why do you think this is true? Is it due to the teacher? the book? the student? or what?

6. Are there any subjects children find especially difficult to learn because of the way the teacher or the book handles the subject or because of the student himself?

   (IF SO) What subjects?

   FOR EACH SUBJECT: Why do you think this is true? Is it due to the teacher? the book? the student? or what?

7. Now, apart from the courses, or the way they are taught, is there anything else that the school does that you'd like to comment on? Anything at all that you like or dislike?

   PROMPT: IF RESPONDENT TALKS ABOUT LIKE, ASK:

   Anything you dislike? (OR VICE VERSA)

8. Is there anything that you would like to see the school do that it does not do now?

9. Is there anything it does that you think it could do better?

10a. Now let's talk about what you'd like children to be able to do when they finish high school. What would you really like to happen?

10b. What do you think will really happen?

11. What should the school do to get children ready for

11a. college?

11b. a job?

ASK 11a IF TALK ABOUT COLLEGE ONLY

ASK 11b IF TALK ABOUT A JOB ONLY

ASK 11a AND 11b IF TALK ABOUT BOTH

12. Now, in addition to preparing a student for college or for a job, can you think of anything else the school should prepare students to do by the time they finish high school?

13. So far we have talked primarily about *(name)* school as a place where students learn. Is there anything the school does for the community that you'd like to comment on?

(NOTE: COMMUNITY -- THE AREA SERVED BY THE HIGH SCHOOL DISTRICT)

14. Is there anything that it does not do now for the community, you'd like for it to do?

15. Is there anything it does for the community that you think it could do better?

Have you said all you wanted to about: (like or dislike)

16. The administration of the school? the school board? the principal? the central administration?

17. The teachers?

18. The way parents, teachers, and the principal communicate -- about student's problems and/or school affairs in general?

19. The things the school does or should do for the community or the community does or should do for the school?

20. The way the school provides for the physical and mental health of the students -- anything from the physical education or athletic facilities, to the food, medical attention or counseling?

Appendix B

21. The way discipline is handled?

22. The activities the school offers students after school hours?

THANK FOR INTERVIEW.

Appendix C

Phase I Elicitation Goals

1. Schools should help students decide what they want to do.
2. Schools should make sure students don't drop out.
3. Schools should be less crowded so split-shifts are not necessary.
4. More time should be spent in class and study.
5. Schooling should match the needs and interests of the students.
6. Schools need to have more specific rules in discipline.
7. Teachers should be given more authority over the students.
8. Parents should be contacted about discipline problems.
9. Discipline is one of the most important things for a student to learn.
10. Parents should be told about a discipline problem so they can handle it.
11. Students should be taught to get along with everyone.
12. Students should be taught to appreciate their cultural heritage.
13. Students should be given an opportunity to earn honest praise.
14. Teachers should treat students as adults.
15. Teachers should take interest in their students and motivate them to do better.
16. There should not be so much discrimination in the schools.
17. Teachers should communicate better with their students.
18. Teachers should be more serious with the families.
19. There should be more parent-teacher communication.
20. More community people should work in the schools.
21. Older students should be allowed to tutor younger students.
22. One summer on work farms where students provide for themselves should be given.
23. Field trips should be conducted.
24. Courses in business machines, data processing, and keypunch should be taught.
25. Speed reading should be taught.
26. Reading should be made fun.
27. Psychology should not be taught.
28. Students should have a good knowledge of how the government runs.

29. Courses such as American history should be taught as short courses.
30. Special training and help should be given to students with learning problems.
31. Boys should take home economics.
32. A financial course (how to handle money, credit cards) should be offered.
33. Sex education should be taught.
34. Sex education should not be taught.
35. Evolution should not be taught.
36. Religion should not be taught.
37. God should be put back into the schools.
38. An opportunity should be given to students to decide what to do in the future.
39. A selection of fields for the students to choose from should be provided.
40. Students should learn to treat everyone equally like good friends.
41. Counselors should work with all students.
42. Discipline should be handled through motivation.
43. Counseling should play a part in discipline procedures.
44. Parents should be fined if their children misbehave in school.
45. Schools should exert more control over the use of dope.
46. Students should not be kept out of school for discipline reasons.
47. Schools should keep better track of students in their activities.
48. High school should start with the ninth grade.
49. More credits should be required for graduation.
50. Teachers should work harder.
51. Teachers should take courses in psychology.
52. Teachers should provide more leadership.
53. Teachers should be motivated to teach students.
54. Teachers should dress more conservatively.
55. Physical education should not be taught.
56. A sense of honesty should be taught to students.
57. Students should be taught to express themselves.
58. Courses in success and motivation should be taught.
59. Students should be given a purpose for living.
60. Students should be taught to appreciate what they work for.
61. Students should be taught to take care of themselves.

62. Students should be taught to think for themselves.
63. Students should be taught to become individuals.
64. Students should be taught to strive for their best.
65. College preparatory students should have classes together.
66. Programs like Upward Bound should be offered.
67. Students should be given training in job applications.
68. Groups based on race should not be organized.
69. Courses should be brought more up-to-date.
70. Extra help in course work should be provided.
71. Students should be allowed to take courses in sequence and not jump around.
72. Schools should operate 12 months so vacation can be taken during any quarter.
73. Some college work should be given in high school.
74. Students should learn respect for older persons.
75. Students and parents should get together on what is being done in the schools.
76. There should be a wider variety of academic courses such as art and music.
77. Courses should be taught in all aspects of homemaking.
78. Students should be trained to live in a changing world.
79. Students should learn to understand themselves.
80. Students should be given a positive outlook and attitude toward life.
81. Courses in business should be taught.
82. Students should learn office skills and typing.
83. All students must learn the basics, such as reading, writing, spelling, and math.
84. Mexican-American students should learn to read and write Spanish.
85. Students should be given the opportunity to participate in a work-study program.
86. Students should learn about dress and personal appearance.
87. Students should learn to be punctual and not procrastinate.
88. A wide variety of sports should be taught so all students can participate.
89. A variety of extra-curricular activities should be offered.
90. More and better athletic facilities, such as swimming pools, should be given.
91. College preparatory courses should be taught.

92. Students should learn a trade.

93. Students should be trained so they can make money.

94. Schools should offer better vocational training.

95. Schools should be more sympathetic to the needs of the Mexican-Americans.

96. Teachers should be better prepared to keep up with excellent students.

97. Registration should be set up so students can take the courses they want to.

98. Discipline should not be mixed with personality conflicts, picking fights, etc.

99. Counseling should be started right away with kids who cause trouble.

Appendix D

Phase II Elicitation Goals

1. Schools should have drills like the Army (we might get into a war).
2. Students should be allowed to go to a high school of their choice.
3. Students should be trained to drive.
4. Schools should teach a student to become independent.
5. There should be regular parent-teacher conferences.
6. Sex education courses should be taught in junior high school.
7. Administrators have to make the final decisions because they are the ones who know what works.
8. Interest in a subject is important for learning it.
9. The school affects the whole community; so, everyone should be involved with the school.
10. Parents should be informed by the school of any kind of problems involving their child's behavior or scholarship.
11. The teacher should not be expected to do everything by the parents.
12. New math should be taught by qualified teachers.
13. Schools need counselors who listen to the parents.
14. The real educator is someone who can present material well enough so the student is willing to learn.
15. Classes should be divided into levels of ability.
16. There should be more projects for the potential dropouts.
17. Counselors and teachers should guide students toward building a future for themselves.
18. Students should have the opportunity to become bilingual.
19. There should be more teachers.
20. History classes should be presented with more human interest -- not just bare facts.
21. Teachers should help build school spirit.
22. Teachers should not expect parents to do the teaching.
23. Free time should be supervised.
24. Schools should encourage students to participate in and support the athletic program.
25. Training or education in a wide variety of subjects and activities should be offered.
26. There should be more and better counselors so they can get to know their students better.

27. The students should be graded on their achievements rather than using a letter grade such as A, B, C.
28. Teachers should not have the right to hit a child.
29. The school should offer mini-courses to help students move a little faster.
30. High school should prepare the student for the profession he has chosen.
31. Teachers should try to avoid showing favoritism.
32. School should teach subjects that will help students later in life.
33. Trade courses should be streamlined with less emphasis on theory and more emphasis on practice.
34. Schools should keep parents informed about school activities involving parents.
35. A student should not be allowed to drop a course without consulting the parents first.
36. The teaching of history should be integrated with other courses.
37. Teachers should be flexible enough to understand that each child is an individual and that no two children function alike.
38. There should be a good physical training program with a variety of activities in it.
39. Courses which don't especially interest the student should be offered by the quarter rather than the semester
40. Schools should accept the responsibility for the students when they are on field trips.
41. It is the parents fault that the schools are so lenient.
42. PE is generally a waste of time.
43. Basic points of law and government dealing with all kinds of behavior should be taught.
44. More advanced business courses should be offered throughout high school.
45. Students should have an idea of what they want to do when they finish high school.
46. Lack of control can come through lack of teacher interest.
47. Typing should be given in junior high.
48. Students who have no interest in school create problems for the ones who are interested.
49. Teachers should not try to act like one of the students.
50. The teacher should not focus too much attention on the slow child but must make sure he understands.
51. Principals should listen to parents' suggestions.
52. A teacher should not fail a child just because he doesn't like him.

53. Schools should have swimming pools.

54. The last two years of high school should be dedicated to getting students ready for a job or college.

55. Students should be taught to get along with everyone.

56. All schools should be supplied equally with teachers, textbooks, equipment, and supplies so all students have an equal opportunity to learn.

57. Teachers should listen to their students and pay attention to what they're saying.

58. Interesting elective courses help to lighten the load of academic courses that have to be taken.

59. Less fortunate people in the community should be able to buy lunches at the school.

60. A good vocational orientation program at the beginning of high school should be presented. Films could be used to demonstrate the training, the length of time needed to become a professional, the job opportunities in all kinds of professions and trades.

61. Teachers should correct papers promptly.

62. No restrictions other than fairness to the student should be placed on the educator when disciplining.

63. Absences should be reported to the parents immediately.

64. The fees are too high.

65. Cafeterias should be made into more attractive places with a better atmosphere.

66. Teachers should take more interest in their students by knowing them and their parents.

67. Students should not be made to feel little and bad because their opinions are different.

68. The schools need to improve their math courses.

69. Students must learn to put the basic skills to use after they graduate.

70. More specialized courses should be offered such as medieval history, specific business courses, etc.

71. Rules and regulations should govern conduct and dress of the students.

72. Schools should encourage an interest in the community by training students to take an active part in ecology.

73. The school building should be used at night and in the summer.

74. Teachers should have the proper qualifications for teaching their subjects.

75. Students should take courses in bachelor survival -- learn cooking and basic household chores.

76. Research projects would help arouse interest in learning.
77. A school's obligation to the community is to graduate good and useful citizens who have been prepared to earn a living.
78. Student teachers should be trained by giving them actual control of the class.
79. Parents and teachers should be able to communicate about anything.
80. A child should not be forced by law to attend school until he is 16.
81. All students should be treated equally.
82. Teachers should be allowed to use any form of discipline that gets results.
83. Fees should be staggered as they all seem to come at the same time.
84. English grammar should be taught in reading classes by using marginal explanation for the structure of a word, phrase, sentence, or paragraph.
85. Students should be praised for what they do right.
86. Students must be trained reading comprehension.
87. Teachers should earn the respect of the students.
88. A school should be able to meet students' needs at any given time.
89. Reading materials should cover a wider variety of topics and should be more interesting.
90. Schools should offer such a variety of courses that the student can take anything of interest or need.
91. Teachers should explain things more clearly and make sure their students understand.
92. School fulfills its sole purpose when it teaches.
93. Constant change in methods of teaching imposes a penalty on the student.
94. There should be pre-registration for students who will enroll the following year.
95. A mandatory course on buying a home should be given.
96. The ideal would be to train a person in what he likes best to do.
97. Schools must have libraries with books.
98. Teachers should receive a higher salary.
99. Teachers should treat students as responsible citizens.
100. The principal should back up the teachers.
101. The school should have a doctor on call in case of serious illness.
102. The cost of driver's education should not be borne by the parents.
103. Schools should prepare students to get a job.

104. Students should have to give up personal time as a method of disciplining them.

105. Schools should guide students toward the goals and courses in which they show an interest.

106. Students should have an opportunity to take drama, singing, chorus, and music courses.

107. The child should be allowed to go to the school in his district.

108. Students should be able to begin a trade program in the 10th grade, at the very latest.

109. Students should go into a chosen field and be trained on the job at least one day a week.

110. High schools should have a closed campus.

111. A course in marriage and family should be taught.

112. A good teacher likes his students.

113. Lack of communication is the fault of the parents -- they sit and gripe but don't want to cause problems.

114. There should be more teachers so there will be fewer students per teacher.

115. Schools should keep parents informed by a monthly newsletter.

116. Between period breaks should be shorter.

117. It is most important for students to learn reading, math, and English.

118. The fees are too high and they all seem to come at the same time.

119. Schools should help students discover early the fields which interest them.

120. Everyone should learn to make out income tax forms.

121. Students should learn automechanics for their own benefit.

122. Sports activities are too expensive for families to attend.

123. Because of its importance, home ec. should be given in junior high.

124. Teachers should have more education on how to deal with people.

125. High schools should offer all kinds of vocational training for boys and girls.

126. Schools should set up a way for parents to meet with the teachers every month.

127. Parents should be able to communicate privately with the teacher.

128. Teachers should spend time interesting students in learning.

129. Community relations can be improved by having students participate in community activities.

130. There should be more and better communication between the teacher and the student.

Appendix D

131. Teachers should make learning fun.
132. Teachers should be stricter with students.
133. The school should not require so many courses.
134. There should be special education in all the schools.
135. Students learn more when they like the teacher.
136. Teachers probably get bored teaching the same thing year after year.
137. Home tutoring for ill students should be available.
138. The student should become more involved in the school.
139. Students should learn discipline at home.
140. Teachers should understand and help their students more.
141. High school should have a 4-H program.
142. If a person doesn't love to teach, he shouldn't be hired.
143. High school should extend through the 14th grade.
144. Athletics should not be forced on those who are not interested.
145. Children in special education should be taught to behave.
146. Students should be taught to use their hands.
147. The parents, teachers, and counselors should care more.
148. Birth control information should not be given out by the school.
149. Subjects like art and photography lead to a profession.
150. Students should be taught a trade.
151. There should be a friendly, active, and nonpolitical PTA.
152. Teachers should teach more and see that the students learn more.
153. The school should be sure that assembly speakers' topics are suitable.
154. Career people should address students throughout the year.
155. Teachers should have better control in the classrooms.
156. A variety of food should be offered.
157. There should be bigger schools and more classrooms to cut down on the present overload.
158. Students should learn the basic skills.
159. The schools should exert authority in having rules and regulations followed.
160. The school should handle minor health problems.
161. The future happiness of the child has to be between the parents and their children.
162. Students should be taught that they are human beings.
163. The good teacher is one who has a personality that makes students want to come to his class.

164. History should not be taught as it is not useful.

165. More money would provide more classrooms and better teachers.

166. The school should get everyone involved in extra-curricular activities.

167. There should be some religion in the schools.

168. Ancient history should not be taught as it has no value.

169. There should be more policemen on campus for the protection of students.

170. Everyone should learn how to type.

171. Students should be divided into groups for college prep and vocational training.

172. High schools should train students for employment after graduation so they can get good jobs immediately.

173. Students should be drilled in study habits.

174. Teachers should administer discipline objectively and not emotionally.

175. There should be good office work and business courses offered.

176. Schools should not offer out-of-date courses.

177. Schools need the best possible teachers.

178. Students should be allowed to take a course or participate in an activity that they enjoy.

179. Students should be taught how to learn.

180. Teachers should care whether or not their students learn.

181. Students should be taught to respect the rights of others.

182. There are not enough teachers and machines for vocational training.

183. Counselors should have panel type discussions so students' opinions could be heard.

184. Schools should not teach morals; the home does that.

185. Vocational counseling should begin the first year in high school.

186. Students should not have to take so many separate history courses.

187. Students skip classes because they are bored.

188. If a student is seriously hurt or ill the parents should be notified.

189. Students should respect the teachers.

190. Students should not be allowed to dictate to the teachers.

191. Politics has no place in the running of a school.

192. Schools should have more field trips.

193. Teachers should not judge a child by another teacher's standards.

194. Teachers should instill patriotism.

195. Lines of communication should be open between the parents, teachers, and principal.

196. Schools should prevent dropouts.

197. When students are treated as seventh graders, they will act like seventh graders.

198. Schools have to have grounds for playing baseball and basketball.

199. Both teachers and students have feelings so there must be understanding on both sides for purposes of discipline.

200. Schools should give students an idea of what's available on the job market.

201. The neighborhood community should be involved in the care and upkeep of the school building and grounds.

202. The child should not be bused to different school districts from where he lives.

203. A teacher should make history interesting.

204. Younger teachers should be more tolerant of the student -- and not come down to the student's level of arguing.

205. High school should offer all courses needed for admission to any college in the USA.

206. Schools should prepare students to work their way through college.

207. Parents should not make excuses for their children's irresponsibility.

208. Teachers who have worked with students longer are better qualified to talk to them on their own level.

209. Math and science courses are necessary to teach the student to think, remember, reason, and study.

210. Teachers should give more time to each student.

211. Teachers should have more authority and should handle discipline situations themselves.

212. Classes in life and enjoyment of living should be taught.

213. The study of English should teach a student how to express himself.

214. High school students should be taught to understand themselves and other people.

215. Parents, as a part of the community, should be involved with the school.

216. There should be more extensive homemaking classes (canning, soap making, taking cooking).

217. Ninth graders should be tested for reading ability.

218. Schools need to review and revise what is being taught.

219. The school should not plan extra-curricular activities that interfere with what parents want the child to do.

220. More homework should be given.

221. A student should be allowed to explain his action before discipline is administered.

222. Schools should offer night courses for adults who haven't completed their high school educations.

223. High school should be more of a technical-vocational school than a prep school.

224. Counselors must be interested in their students.

225. Cafeteria prices should be lower for the amount of food served.

226. Schools should have TVI classes in the evening with TVI teachers -- this serves both parents and students.

227. Schools should offer both college prep courses and technical training even if another year had to be added to the program.

Appendix E

Phase III Elicitation Goals

1. Students should be taught to respect the rights and property of others.
2. Students should study the history of their state.
3. There should be accelerated classes for students who will attend college.
4. Sex education should be taught.
5. The school should be a place where the student is content.
6. Students should be taught to be good responsible citizens.
7. Students should be able to get on-the-job training.
8. Students should be involved in community activities to insure that they will become aware of their responsibility to the community.
9. Religion should be put back into the schools -- a universal religion.
10. There should be more seminars on current events offered after school hours.
11. English grammar should be stressed.
12. Every student should take life enrichment courses such as art, music, drama, etc.
13. The government of the United States should be taught for its practical aspects.
14. Students who take vocational training should also get a basic academic background.
15. Students should take field trips to learn the culture of their state.
16. Students should be allowed to work at their own speed.
17. The school should offer programs for students who are physically handicapped.
18. Moral and ethical values should be instilled in the students.
19. Girls should be trained so they have an occupation they can fall back on if necessary.
20. Quick learners should receive more help.
21. Students need to be taught why people do the things they do.
22. There should be no discrimination against handicapped students.
23. Courses should be condensed so there are not 4 or 5 classes of each. (There should only be one history -- not broken down into various types.)
24. Students should be treated as adults.

25. Social studies should be required for all students.
26. Every student should be made to realize that he doesn't know everything.
27. Students should take courses which would help them to handle the practical aspects of adult life.
28. There should be better methods of reaching students who have trouble with math.
29. Students should be taught that they are responsible for their actions and that they must accept the consequences for them.
30. All students should be taught how to use the library.
31. Classes in religious history and philosophy should be offered for those who want to take them.
32. The school should offer programs for children who are mentally handicapped.
33. All students must learn the basics -- reading, writing, and arithmetic.
34. There should be more emphasis on math for all students.
35. Girls should be trained for marriage and family life.
36. Students should be taught to judge vocations on their own merit without comparing one vocation to another.
37. Students should be prepared for roles they are to play as an adult.
38. There should be specially trained teachers for special education.
39. Students should be encouraged to appreciate music.
40. More time should be spent in teaching students to read.
41. Students should be taught good manners.
42. Students should be offered the choice of education they want -- college prep or vocational training.
43. College prep courses should require more reading and writing.
44. Athletic organizations should help students prepare for a happy life.
45. Students who go into a vocational program should get basic courses in the 10th grade, skill courses in the 11th grade, and on-the-job training in the 12th grade.
46. Students should have the opportunity to see all government operations in action -- city, county, state.
47. Students should be trained to do something they would enjoy when they finish high school.
48. Students should be taught to get along with other people.
49. Students should be taught to be tolerant.
50. Students should study U.S. history.

51. P.E. should be required for every student during each year of high school.
52. All students should take typing.
53. Students should be taught to respect principals.
54. Each student should be developed to his fullest potential.
55. Courses explaining men's and women's roles should be offered.
56. Vocabulary building should be stressed.
57. Students should be taught how to express themselves in writing.
58. Schools should provide the framework for a systematic approach to preparation for life and society.
59. Students who are going to college should be taught how to cope with it.
60. The basics should be stressed in Special Education.
61. There should be more sociology courses.
62. Students should be taught how to express themselves verbally.
63. Students should study a foreign language.
64. College-bound students should take courses which would help them earn money.
65. Students should be taught the importance of an education.
66. An attitude of adventure and new experiences needs to be developed in the educational system.
67. Schools should provide training in self-discipline.
68. Students should learn about marriage and family living.
69. Specialized teachers should be provided to help students with emotional problems.
70. Students should be exposed to all types of persons.
71. Students should be conditioned to the value of working -- that it is a pleasure.
72. Students in a college preparation program should have better guidance as to what courses are necessary.
73. Students should be exposed to all religions of the world to understand what other people feel and why they feel this way.
74. Students should have the opportunity to take basic courses in Psychology.
75. Schools should offer equal educational opportunities for males and females.
76. Students should be encouraged to go to the library.
77. Humanities should be taught at the high school level.
78. Any student should be allowed to join any sports activity.

79. Students should be taught to enjoy life.

80. Provisions should be made to teach homebound students.

81. Students should be prepared for the future -- how to cope with life in general.

82. Students should be prepared to take care of themselves physically in the future.

83. Students should take public speaking.

84. Students should take more English.

85. Students should be required to take courses in human development.

86. Students should be taught to understand themselves.

87. Students should be encouraged to develop their creative abilities.

88. Students should be trained to the point where they can make a living after graduation.

89. Students should be taught how to play.

90. Students should learn about all facets of being a homeowner and homemaker.

91. Teachers must realize that the school does not prepare students for adulthood by catering to their demands.

92. A major function of the school should be to prepare future leaders.

93. Responsibility to society and society's responsibility to the student should be taught.

94. Students should be taught to respect teachers.

95. Students should be encouraged to enjoy reading.

96. Geography should be required for all students.

97. Students should be helped to discover their abilities.

98. Students should be encouraged to study the languages of the ethnic groups in the area.

99. Students should be encouraged to participate more in extra-curricular activities.

100. Students should be taught how to study.

101. Business people should cooperate with the schools in order to give students the opportunity to see business in action.

102. Teachers should inspire students to seek knowledge on their own.

103. Intellectual activities should be integrated with athletic activities -- participation should depend on a certain grade.

104. Students should have the opportunity to study art.

105. Boys should take Bachelor Survival.

106. Students should be offered an opportunity to sample, in a realistic fashion, as much of the life around them as they are likely to encounter.

107. Schools should meet the social needs of the students.

108. Students should be exposed to classical and contemporary literature.

109. Science programs should be stressed.

110. Students should be taught to think.

111. A school should emphasize vocational training rather than college preparation.

112. Students should be taught more business skills.

113. Students should be required to take new math.

114. Complete athletic and sports programs should be offered.

115. Students should study the cultural heritage of the Southwest.

116. Students should be taught to work with one another.

117. Students should be taught about the social aspect of life.

118. Secondary education should devote itself to the fostering of self-management skills.

119. Secondary education should develop a pride in one's own cultural and ethnic heritage.

120. Students should take Home Ec. as a preparation for life.

121. Math should be made more difficult.

122. There should be drug prevention programs for the students.

123. Every student should be able to read and write when he finishes high school.

124. If they want to, students should be able to stay after school to take extra courses.

125. Students should be taught to understand their own feelings.

126. There should be mutual trust in the classroom.

127. Students should take arts and crafts and other things they can enjoy after graduation.

128. High school should develop a better attitude in students by requiring more self-discipline of them.

129. Students should be required to take four years of English.

130. Teachers should generate more enthusiasm for reading among slow readers.

131. Courses should not deal with sophisticated philosophical issues in an emotional way, lest students be influenced by emotions and not by reason.

132. Competition should be used as a means to keep students interested in school.

133. All students should be required to take history.

134. People in all areas of government should speak to the students.

135. Students should be taught to be responsible to one another.

136. Subjects should be taught in both English and Spanish in the schools.

137. Schools should refer students to "skills centers."

138. Students should be given the opportunity to take college prep courses.

139. College-bound students should receive an adequate foundation for entering college.

140. Girls should be prepared for the role of wife and mother by taking courses in basic Psychology.

141. High schools should be maintained only for the students of the minorities.

142. Students who don't know exactly what they want to do should take general academic courses plus some skill courses.

143. Schools should stress the immorality of plagiarism and teachers should not condone it.

144. Schools should provide rosters of technical schools where advanced training is available.

145. Clubs and organizations should have open membership for which all students may apply.

146. Extra-curricular activities should reinforce course content.

147. Extra-curricular activities should be more up with the times.

148. Counselors should keep students informed about college scholarships and financial aid.

149. Special education should be continued through high school.

150. Students should be taught the joy of doing a job well -- of doing their best.

151. Schools should distinguish between mentally retarded and emotionally disturbed children.

152. High school should be extended one year so students can try out different fields.

153. A sense of pride in their school should be developed in the students.

154. Girls should be encouraged to take a more active part in sports.

155. Vocational training should be offered for those students who want to work after finishing high school.

156. Handicapped students should have the same advantages healthy students do.

157. A second language should be compulsory.

158. Students should be allowed to try out different career courses to find out where their interests lie.

159. Sex education should be taught so students learn not only the physical aspects but the emotional and spiritual ones as well.

160. Students should be prepared to go out into the community when they finish high school.

161. Students should be taught about the world of work.

162. Students should learn more in math courses.

163. There should be high schools which emphasize trades and high schools which emphasize college prep. Students could decide which they wanted to attend.

164. More time should be given to the study of spelling.

165. Students should learn to read and speak English.

166. Students should be taught about sexual roles and sexual expression.

167. Specialized teachers should be provided to help students with social problems.

168. Students should be taught about government and politics.

169. Students should be taught to be more discriminating in their consumer tastes.

170. Students should be given more homework.

171. Courses should be more comprehensive.

172. Students must learn that each person is necessary for the functioning of the whole society.

173. The need for helping other people should be instilled in students.

174. Schools must realize that not all students are self-disciplined enough to accept the freedom and responsibility given them.

175. Schools should teach students how to take care of themselves.

176. A short session (6 weeks or so) should be offered where students can learn about their local government.

177. Schools should offer a curriculum which has something for each student.

178. There should be such a variety of extra-curricular activities that every student can participate in something of interest to him/her.

179. TVI courses should be taught.

180. Students should be able to get a well-rounded education.

181. More emphasis should be placed on academic courses.

182. Many field trips should be offered.

183. Students should be encouraged to participate in extra-curricular activities.

184. Extra-curricular activities should be used as a means to keep students interested in school.

185. The educational system should meet the needs of the students.

186. Tutoring programs using students as tutors should be organized.

187. There should not be so much discrimination in the schools.

188. Athletic programs which give the student a relief from academic work should be offered.

189. Guidance should be provided to help students decide what they want to do with their lives.

190. There should be no sex discrimination in vocational education courses.

191. Schools should break up student "cliques."

192. Teachers should instill self-confidence in their students.

193. Schools and church groups should be separate.

194. Courses should be designed with the future of the student in mind.

195. Teachers should act like teachers and not like one of the students.

196. Teachers should be trained so that they can spot any physical problems students might have.

197. A more personal atmosphere should be created by the teachers.

198. There should be community affairs at the schools where the entire community can share the experience of the traditions and customs of various cultures.

199. Every student should be required to go to assembly.

200. Students should be required to take a course instructor even though they don't like him.

201. The administration should take the money spent on football in Albuquerque and turn it back into the classroom to increase the effectiveness of the schools 20%-30%.

202. Courses should be taught by teachers who are interested in teaching.

203. Parent-teacher conferences in place of a report card should be held.

204. Every student should finish high school.

205. Teacher training should be improved.

206. Homework assignments should be directed not only to the intellectual ability of students, but to the emotional maturity of students as well.

207. Teaching standards should be raised.

208. If a child has difficulty in an area, new methods of teaching should be tried until he succeeds.

209. Homework should be given so parents can know what's going on.

210. Teachers should be consistent in their demands on the student.

211. Team teaching should be used.

212. A teacher should be a source of all kinds of knowledge, not just one subject.

213. Teachers should realize that the value of a course depends on the presentation of a course rather than the subject matter.

214. Teachers should spend more time on drill.

215. Successful learning depends on the teacher.

216. Informal discussion groups should be held, rather than teacher-oriented lectures, so students can learn more.

217. Teachers should put more emphasis on material things such as making a lot of money.

218. Teacher presentation of subjects must be improved.

219. Creative teaching must be allowed.

220. Young teachers who care, who can communicate, should be hired.

221. Teachers should give more individual attention to their students.

222. The school should try to enforce the parents' standards of behavior.

223. The school should help the community by supplying lunches to those who need them.

224. More local organization by teachers is needed in determining policies of the schools.

225. There should be a gradual transition from the rules and regulations of the 9th grade (junior high) to the freedom allowed in high school.

226. Schools should have open classrooms.

227. Outsiders, singly or in groups, should have no right to be in the school building or area during school hours.

228. The student-exchange program should be continued.

229. More emphasis should be put on the personality of the teacher in selecting teachers.

230. Schools should allow students more free time.

231. Parents should be notified ahead of time if classes are to be dismissed early.

232. Counselors, when scheduling classes, should consider more carefully the academic background of the individual student.

233. Activity and class fees should be paid by community funds.

234. The city should hire students for part-time beautification programs.

235. The federal government should tell the school what it can teach and how the school should be run.

236. There should be a person at each school who acts as a mediator between teachers and students.

237. The school should control vandalism.

238. The school must realize that if there is no discipline there is no respect.

239. Schools should cater to the sports page.

240. Teachers should become (be promoted to) administrators.

241. Food should be inspected before it is served to the students.

242. Teachers should be allowed to smoke, during school hours.

243. Teachers should be served better and more food than the students.

244. There should be a special room for counseling.

245. Counselors should be disciplinarians.

246. There should be better supervision in the cafeteria.

247. The principal should know what actually goes on in the school.

248. Cafeterias should provide a regular lunch service.

249. The school should feed and lodge the band when it is traveling.

250. Students should be allowed to drive cars to school.

251. Schools should have more efficient office help.

252. The school board should have a better relationship with the teachers.

253. Students should not graduate until they are eighteen.

254. Parent-teacher conferences should not result in repercussions for the students.

255. APS should set up a policy to handle transfer students.

256. Parents should be informed if their child is on drugs.

257. Schools should recognize the fact that there is a drug problem in Albuquerque.

258. There should be a full-time nurse at each school.

259. Parents should be notified if their child becomes ill.

260. Buses should be provided so students can attend extra-curricular activities (charge 10-15¢).

261. More funds should be allocated to athletic activities for travel purposes.

262. The tax payers support the school and they should control it.

263. Before schools make a major change in schedules, they should clear it with the Albuquerque central administration.

264. Schools should go back to the old ways of doing things.

265. Schools should have more vacations.

266. Students should be able to make up work if they have been ill.

267. Teachers should dress more conservatively.

268. Teachers should be more liberal.

269. A teacher should have a sense of humor.

270. More credits should be required for graduation.

271. The principal should be concerned with the teachers and the problems of the school and not bogged down in administrative details.

272. Schools should foster ideas of the world and society which conform to the parents' sense of values and attitudes.

273. The school should have two or three principals.

274. The higher administration should have fewer leaders and more followers.

275. The board of education should have full control of the students.

276. Discipline problems should be handled with the student, the parents, and the teachers as soon as they arise.

277. Schools should go back to the discipline procedures of 20 to 30 years ago.

278. Conduct standards should be set up and enforced.

279. Discipline should be more effective.

280. A discipline problem should be handled immediately.

281. Schools should have stronger discipline, but should use physical or corporal punishment rather than suspension.

282. There should be more upholding of the principles of the teachers.

283. The teachers must earn the respect of the students.

284. Teachers shoud respect students.

285. Discipline should be regarded as training rather than unquestioning obedience.

286. Teachers should follow up a threat with action.

287. Discipline should not be threatening.

288. If a student is in serious discipline trouble, the principal should call the parents.

289. Problems referred to the principal should be resolved and not left hanging.

290. Discipline should be handled by the principal.

291. The principal should keep order in the school.

292. All the students who create discipline problems should be placed in a corrective school where the discipline is extremely rigid.

293. Students should be disciplined for skipping classes.

294. Students should meet each class every day.

295. Students should be allowed to leave class without permission.

296. Teachers should encourage the students more.

297. Students should be allowed to make up work if they have an excused absence.

298. The principal should support a teacher only after he has looked into all sides of the issue.

299. Parents should teach their children to respect the teacher.

300. Teachers and principals should visit families to discuss attitudes and/or behavior of the children.

301. Schools should provide classes for parents to learn how to give their young children a background for formal learning.

302. A "hot line" should be established to help students anonymously with their problems.

303. The community should try to improve the schools instead of waiting for the federal government to do it.

304. Parents and students should know the academic and social structure of the schools -- who the decision-makers are, how to accomplish actions.

305. Schools should provide the community with lectures on various topics.

306. A community relations person to discuss school and student activities and problems with parents is needed.

307. Schools should provide the community with library service.

308. Schools should provide buses for field trips.

309. School bus drivers should wait for all their charges.

310. School buses should not be overloaded.

311. A room should be provided where students can go if they don't want to go to class.

312. Schools should use barracks as classrooms.

313. Buses should come reasonably close to the student's home so he won't have to walk so far.

314. Transportation to and from schools should be provided.

315. Teachers should make learning a challenge.

316. High schools in the city should be located so that students do not have to travel a long distance.

317. Rules and regulations should be made more relevant so that the rules will be accepted.

318. Teachers must have a feeling for the students they are teaching and not be only repeaters of information.

319. Teachers should be impartial to all students.

320. So much time should not be spent on one subject when it could be speeded up.

321. Teachers should be friendly and helpful.

322. Teachers should help students take courses that they need.

323. A teacher should like what he is teaching in order to be effective.

324. The classroom should have "learning centers" -- a math area, a music area, a literature area, etc.

325. Teachers should relegate their duties to student aids and student teachers.

326. There should be student teachers to help regular teachers.

327. Teachers should make an effort to relate to the students.

328. The usual seating arrangement where desks are lined up should be eliminated.

329. Mature persons should teach sex education.

330. Coaches must realize that they are teachers and educators as well as coaches.

331. Parents' attitudes should be reflected in the teaching system.

332. Students should be given enough assignments so that they have to study to get by.

333. There should be more open houses to provide the opportunity for more parent-teacher interaction.

334. Learning should be a joyful experience.

335. Students should be provided with calculators in math classes.

336. Teachers should encourage students to consult with the counselors.

337. All kinds of audio-visual aids should be available for classroom use.

338. No student should ever fail.

339. Students should be given credit for effort.

340. Teachers should grade students on their achievement.

341. The grading system should be on a "pass-fail" basis.

342. Teachers should teach and not tell the student to get the material from a book.

343. There should be time for homework and discussion during a class period.

344. Teachers should be able to recognize the learning problems of the students.

345. Teachers should stay up-to-date by means of continuing study.

346. Teachers should be given more training in the psychology of dealing with students.

347. Teachers should be careful to present all sides of any issue.

348. Teachers should adhere to a strict time schedule for assignments.

349. Teachers should get to know a student for himself.

350. More up-to-date methods of teaching should be used.

351. There should be more teachers.

352. The principal should take more time with the students.

353. Cafeteria food should be improved.

354. Tenure should depend on a periodic evaluation of the teachers.

355. Administrators should be highly qualified.

356. Grading standards should be uniform and fair.

357. Teachers should explain assignments clearly and fully.

358. Teachers should spend more time in explaining the lessons.

359. Teachers should be available to students after class hours.

360. In order to provide hot lunches for the students, the cafeteria should stagger the lunch hour.

361. Schools should strive steadily for improvement in all areas.

362. There should be control over drug-abuse in the schools.

363. Students should have a longer lunch hour.

364. Teachers should demand more of their students.

365. The cafeteria should provide a snack service.

366. Principals should take time to answer parents' questions.

367. Students should be allowed to use school buildings at night and on weekends for educational purposes.

368. There should be more communication between teachers and students.

369. Schools should provide modular scheduling as the best way to meet students' needs.

370. Students should play an active part in decision-making which concerns school policy.

371. Teachers should be paid more.

372. Classes should be less crowded with no more than 20 students per class.

373. The daily schedule of the students should be planned by someone in authority.

374. Students should attend school for a full 8-hour day.

375. School facilities should be available to students during the summer.

376. Ninth grade should be part of the high school.

377. Schools should be in session the entire year with staggered vacations for teachers and students.

378. Schools should have more money.

379. Study periods should be held during school hours.

380. The school should be considered as a means of keeping the students off their parents' hands.

381. Schools should have split sessions.

382. The campus should be closed.

383. Schools' funds should be spent more wisely.

384. Discipline should be handled by removing students' privileges.

385. Discipline should be stricter.

386. Legislation should be passed so administrators and teachers will be given more power to discipline students.

387. Parents should become more involved in school activities.

388. Parents should be called when their children are absent.

389. A closer check should be made on attendance.

390. Students who cause trouble constantly should be suspended from school.

391. Students who don't want to learn should be removed from the classroom.

392. Teachers should have full control of the school.

393. Teachers should have the authority to punish students physically.

394. Discipline methods should be consistent and fair.

395. Teachers should be stricter.

396. Teachers should have the authority to discipline the students.

397. There should be more supervision of the students in the schools and on the grounds.

398. Schools should have a dress code.

399. Smoking restrictions should be made and enforced.

400. Parents should support sports programs.

401. The principal should back up the teachers.

402. Students should be allowed to sell door-to-door in order to help raise funds for the school.

403. Parents should be responsible for their children's activities.

404. There should be more PTA meetings so parents can learn more about what is going on in the schools.

405. There should be a regular newsletter to the parents to keep them informed of school activities.

406. Programs on drug abuse should be presented for the parents by the school.

407. Night classes for adults should be offered.

408. There should be more communication between the administration and the parents.

409. There should be more communication between parents and the school board.

410. High schools should take the lead in community affairs.

411. There should be more parent-teacher conferences.

412. Teachers should send parents regular progress reports.

413. Teachers should care whether or not students are learning.

414. Teachers should have less work to do.

415. The school library should be so complete that it can meet the students' needs.

416. Every student should be provided with his/her own textbook in every class.

417. Textbooks should be more up-to-date.

418. The physical plant of a high school should be large enough to accomodate all the students who attend it.

419. All high schools should have adequate athletic equipment.

420. All high schools should have the class and laboratory equipment they need.

421. The lay-out of the school building and grounds should be modern and attractive.

422. Each school district should have a speech therapist.

423. Students should be grouped in classes according to their ability.

424. Students should be tested to find out what their interests are.

425. Schools should provide a better counseling service.

426. Teachers of vocational subjects should have practical experience in their fields.

427. The school should see to it that students are protected in class and on the school grounds.

428. The principal should be given more authority.

429. School buildings should be available for community activities.

430. Teachers should be paid according to what they produce.

431. Teachers should make the subject matter interesting.

432. Young teachers with new ideas should be hired.

433. Teachers should be dedicated to their profession.

434. Teachers should be enthusiastic.

435. Math teachers should make sure that all students understand the explanation.

436. Teachers should recognize that poor students are often poor readers and, as a result, are poorly motivated.

437. Students should be helped to get a job when they finish high school.

438. Schools should have talent programs and talent assemblies for the students and parents.

439. The moral factor should be stressed to reduce discipline problems.

440. A foreign language should be taught in a lab with recording and listening equipment.

441. Administrators must show respect for and care about the student.

442. Students should be taught to relate to one another.

443. Schools should realize that students may not know what they want and may not know what is best for them.

444. The teachers should get to know the students better and thus be able to help them solve their problems.

445. The counselors should get to know the students better and thus be able to help them solve their problems.

446. Schools should arrange their course schedules in such a way that students can take any course they want or need.

447. Standards of excellence for students should be maintained.

448. The student should be exposed to a lecture-type class in an auditorium.

449. Teachers should be trained so that they can spot mental and emotional problems.

450. Teachers should be highly qualified for their jobs.

Appendix F

Categorization Instructions

In interviews we've conducted with parents here in Albuquerque, several purposes of high school education have been suggested; these deal with things that can be provided for the students and for the community.

Parents have also given us many specific recommendations concerning high school education and with the relationship between the school and the parents and the community.

We need to know which purpose you think each specific recommendation will help achieve.

Read each statement and decide which general purpose the recommendation will *best* help achieve or have the *most* effect upon.

You may find several purposes that you think a recommendation will help accomplish; however, narrow these to the one general purpose that you think the recommendation will *best* help achieve or on which it will have the *most* effect.

When you have decided which general purpose the statement will best achieve, *print* the letter of the category in the blank to the left of the statement number.

If you can't decide, go on to the next statement. When you have gone through the list, you can come back to those you left blank. However, be sure to place a letter by every statement before you give the list back to the interviewer.

Appendix F

There are no right or wrong answers to this. We want your opinion -- and this is one reason why it's so important to mark every statement.

The general purposes are on the list given to you by the interviewer.

Purposes of Education

A. Providing knowledge specific to informed citizenship.

B. Providing knowledge of moral responsibility.

C. Providing for knowledge of the care and well-being of one's body.

D. Providing knowledge specific to adult family responsibilities.

E. Providing general academic knowledge.

F. Providing knowledge specific to college preparation.

G. Providing services and facilities for the parents and other members of the community.

H. Providing for personal and social adjustment and maturity.

I. Providing vocational-specific knowledge.

J. Providing knowledge of the need to conform.

K. Providing knowledge specific to the adult consumer role.

L. Providing aesthetic, humanistic, and cultural appreciation.

Appendix G

Goal Discrepancy Inventory (Sample)

This suggestion is:			If now being attempted, Do you want it to be:				If not or don't know, Do you think it:				How concerned are you that...						
	Being attempted now	Not being attempted	Don't know	Continued with less resources	Continued just as it is	Continued with more resources	Continued with all resources	Stopped	Must be done with all resources necessary	Attempted with moderate resources	Attempted with limited resources	Should not be attempted	Cannot be done	A little	Somewhat	Extremely	Don't want it	Don't care
Students should be required to go to school all day, Monday through Friday.																		
Students should have basic skills in practical arithmetic.																		
Students should understand the need for education, have a desire to learn, and know how to think and reason.																		
Schools should provide for the mental health of their students.																		
Competitive sports programs should be offered.																		
Higher academic standards should be set up and enforced.																		
Discipline standards for students should be set up and strictly enforced.																		
When they graduate, students should have the basic skills of reading, writing, spelling, speaking, and listening.																		
Students should learn to be wise buyers and users of goods and services.																		
College preparation should be provided so that students may gain skills necessary for successful college work.																		
The continued education and a periodic evaluation of teachers and administrators should be required.																		

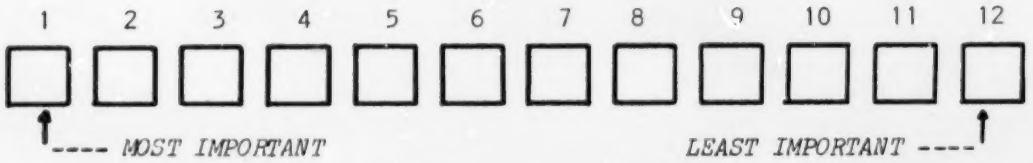
Appendix H

Outcome Ranking Task

We wish to determine the relative importance of the 12 purposes listed on the separate sheet [see page 93 for a list of the 12 purposes of education].

Please take the following steps to complete this form:

1. Read through the list and find the purpose (A through L) that seems to you to be the *most important* purpose of high school education. Circle that letter and write its letter in Box 1.
2. Look through the remaining purposes to find the one that seems to you the *least important* purpose of high school education. Circle its letter and write the letter in Box 12.
3. Continue putting the numbers of the *next most important* and *next least important* purposes, alternately, in the boxes until all the purposes have been placed in the boxes.



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